



SENATE BILL 189: CTE Pilot for Guilford Co. Schools.

**This Bill Analysis
reflects the contents
of the bill as it was
presented in
committee.**

2019-2020 General Assembly

Committee:	Senate Finance. If favorable, re-refer to Appropriations/Base Budget. If favorable, re-refer to Rules and Operations of the Senate	Date:	April 10, 2019
Introduced by:	Sens. Tillman, Gunn, Robinson	Prepared by:	Nicholas Giddings Staff Attorney
Analysis of:	First Edition		

OVERVIEW: Senate Bill 189 would establish the Innovative Signature Career Academy Program (Program) in Guilford County Schools (GCS). The Program would provide for signature career academies at various high schools that specialize in defined areas of career and technical education. The bill would also appropriate \$3,000,000 for the Program total for the 2019-2020 and 2020-2021 fiscal years.

[As introduced, this bill was identical to H275, as introduced by Reps. Hardister, Quick, Faircloth, Clemmons, which is currently in House Education - K-12.]

AMENDMENT: The amendment would remove the tax credit provided to certain employers in Section 2. Under current law, an employer is allowed a tax deduction on their State income tax return for amounts paid as wages to employees.

BILL ANALYSIS: Senate Bill 189, as amended, would establish the Innovative Signature Career Academy Program (Program) in Guilford County Schools (GCS). The Program would create signature career academies at various high schools throughout GCS which would specialize in defined areas of career and technical education (CTE).

There would be at least four signature career academies (but no more than six) with the following components:

- A school-selected priority career pathway that does not compete with career pathways at the other signature career academies in addition to CTE courses offered as elective options and business and computer science courses.
- School and community input on the development of the priority career pathways and the phase-out of other CTE programs.
- Partnerships with higher education institutions and business and industry entities for specific equipment needs and the design of clearly defined career pathways.
- Options for eighth grade students to apply to attend a signature career academy of their choice.
- Reassignment of current CTE teachers to focus on an area of expertise at a signature career academy and the creation of partnerships with higher education faculty and employees of industry and business to volunteer to serve as co-teachers in the specialized areas.

GCS would be able to contract with individuals who have education and training related to the specific skills and career pathways that are the focus of the signature career academies. Individuals who have direct contact with the students through the Program would be subject to a criminal history check.

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Senate Bill 189

Page 2

Annually by June 30, GCS must report to the Department of Public Instruction (DPI) on (i) the implementation of the Program, including the use of the State appropriations for the Program; (ii) data on student completion rates for the career pathways; and (iii) any recommendations on modifications of the Program. DPI must report this information annually by August 15 to the Joint Legislative Education Oversight Committee.

The Program may operate for up to six school years. Before the end of the school year in which the Program will expire, the GCS board of education may apply to the State Board of Education (SBE) for the Program to be included as an ongoing component of the CTE local plan that is submitted to the SBE. The SBE must consider the data submitted to DPI when reviewing the request to make the Program a component of the local CTE plan.

Section 3 of the bill appropriates \$3,000,000 total for the 2019-2020 and 2020-2021 fiscal years (\$1,500,000 for each fiscal year) to GCS for the Program and authorizes GCS to operate the Program for at least six school years beginning with the 2019-2020 school year.

EFFECTIVE DATE: This act would become effective July 1, 2019.

BACKGROUND and CURRENT LAW: Under Article 10 of Chapter 115C (Career and Technical Education), local boards of education are required to submit career and technical education plans to the State Board of Education (SBE) that include a number of items, such as showing that new CTE programs are based on student demand and new job skill programs are based on student and labor market demand. Local boards of education must also establish business advisory councils and consult with the councils for local CTE planning. The business advisory councils must identify economic and workforce development trends related to the training and educational needs of the local community.

There are currently eight CTE program areas: Agricultural Education; Business, Finance and Information Technology; Career Development; Family and Consumer Sciences; Health Science; Marketing and Entrepreneurship; Technology Engineering and Design; Trade and Industrial.

Local boards of education can contract with individuals to serve as adjunct instructors for specific CTE career clusters and meet the hiring criteria established by the SBE. The following requirements apply to the contract with the adjunct instructor (who is not required to hold or apply for a teaching license): (i) the employment cannot be for more than 10 hours per week; (ii) a criminal history check must be conducted; (iii) the adjunct instructor must complete preservice training that includes positive management of student behavior.

Drupti Chauhan, counsel to Senate Education/Higher Education, substantially contributed to this summary.