



SENATE BILL 366: 10th Grade/College Transfer Pathways.

2019-2020 General Assembly

| | | | |
|-----------------------|--|---------------------|--|
| Committee: | House Rules, Calendar, and Operations of the House | Date: | June 17, 2019 |
| Introduced by: | Sens. McInnis, B. Jackson | Prepared by: | Samantha Yarborough* Staff Attorney |
| Analysis of: | Third Edition | | |

OVERVIEW: *Senate Bill 366 would do all of the following: (i) expand the career and technical education pathway to high school freshman and sophomores to include construction and business technologies courses, (ii) expand the college transfer pathway to certain high school sophomores, (iii) require that those sophomores receive academic advising on entering college early and get parental consent before participating in the pathway, and (iv) make changes to adjunct CTE instructor hiring.*

CURRENT LAW:

Career and College Promise

The Career and College Promise Program allows local community colleges to collaborate with local school administrative units to offer courses to high school students through various pathways: (i) Cooperative Innovative High Schools (CIHS); (ii) college transfer pathway; and (iii) career and technical education pathway.

Career and Technical Education Pathway—High School Juniors and Seniors

High school juniors and seniors are eligible for the career and technical education pathway if they have a weighted GPA of 3.0 for their high school courses or have a recommendation of the high school principal or designee. These college and technical education courses can be used to provide partial or full fulfillment of the four-unit high school career cluster.

Career and Technical Education Pathway—High School Freshman and Sophomores

High school freshman and sophomores are eligible for the career and technical education pathway for certificates and diplomas in the following areas: (i) industrial technologies; (ii) engineering technologies; (iii) agriculture and natural resources; and (iv) transportation. These students also must meet academic requirements, including having passed Math I with a grade of "C" or better; test college ready in math, English, and reading, and have the recommendation of the high school principal or designee. These college and technical education courses can be used to provide partial or full fulfillment of the four-unit high school career cluster.

College Transfer Pathway—High School Juniors and Seniors

High school juniors and seniors are eligible for the college transfer path if they have a weighted GPA of 3.0 and have demonstrated college readiness in English, reading, and mathematics by meeting benchmarks on diagnostic assessment tests which have been approved by the State Board of Community Colleges.

Adjunct CTE Instructors

G.S. 115C-157.1 requires the State Board of Education to develop minimum criteria of relevant education or employment experience to qualify to contract as an adjunct instructor in each career and technical education career cluster. Adjunct instructors can be employed for no more than 10 hours per week.

BILL ANALYSIS: Section 1 of Senate Bill 366 would expand the career and technical education pathway to high school freshman and sophomores to include construction and business technologies courses that lead to career technical education certificates, diplomas, or State or industry-recognized credentials.

Karen Cochrane-Brown
Director



Legislative Analysis
Division
919-733-2578

Senate Bill 366

Page 2

SB 366 would also expand the college transfer pathway to certain high school sophomores. In order to qualify to take college transfer courses, sophomore high school students would need to be determined to be academically gifted, have a demonstrated readiness for the course material, and have the maturity to justify admission to the community college by the following people: (i) the community college president, (ii) the student's high school principal, or equivalent administrator, and (iii) the Academically Gifted Coordinator, if one is employed by the high school or local school administrative unit.

Additionally, SB 366 would require sophomore high school students to participate in academic advising focused on the implications of being admitted to college early with representatives from the high school and the community college. The student's parent or guardian would have to give consent for the student to participate in the pathway.

Section 1.5 would require the State Board of Education to include in its adjunct instructor hiring criteria that an individual who does not possess an associate or baccalaureate degree is qualified to be an adjunct instructor if the individual (i) can clearly demonstrate a minimum of 6 years in the last 10 years of professional experience in a relevant skill or trade and (ii) possesses a recognized industry credential or an active professional license that is required for each subject area or course.

SB 366 would also extend the amount of time than an adjunct instructor can be employed from 10 hours a week to 20 hours a week, or no more than 5 full consecutive months of employment. It would also clarify that adjunct instructors are not eligible to participate in the Teachers' and State Employees' Retirement System or the State Health Plan for Teachers and State Employees.

EFFECTIVE DATE: The bill would become effective when it becomes law and applies with beginning with the 2019-2020 school year.

**Drupti Chauhan, attorney with the Legislative Analysis Division, substantially contributed to this summary.*