

The House Committee on Education offers the following substitute to SB 3:

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 enact the "Creating Opportunities Needed Now
3 to Expand Credentialed Training (CONNECT) Act"; to provide for industry credentialing
4 for students who complete certain focused programs of study; to provide for industry
5 credentialing in individual graduation plans; to provide for the identification of certain
6 critical and emerging occupations; to provide for a short title; to provide for related matters;
7 to repeal conflicting laws; and for other purposes.

8 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

9 **SECTION 1.**

10 This Act shall be known and may be cited as the "Creating Opportunities Needed Now to
11 Expand Credentialed Training (CONNECT) Act."

12 **SECTION 2.**

13 Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to elementary and
14 secondary education, is amended by revising Code Section 20-2-145.1, relating to career
15 education, as follows:

16 "20-2-145.1.

17 The State Board of Education shall prescribe a minimum course of study in career
18 education for students in grades ~~kindergarten~~ six through 12. Such minimum course of
19 study shall be age appropriate and shall include, but not be limited to, ~~career awareness,~~
20 career exploration; and career oriented learning experiences. Career oriented learning
21 experiences shall include, but not be limited to, participation in work based learning
22 programs such as internships, apprenticeships, cooperative education, or employability skill
23 development. The State Board of Education shall ensure that career oriented learning
24 experiences include rigorous industry credentialing, as defined in Code Section 20-2-326,

25 if such rigorous industry credentialing has been created or endorsed by Georgia employers."

26 **SECTION 3.**

27 Said chapter is further amended by revising Code Section 20-2-159.1, relating to focused
28 programs of study, as follows:

29 "20-2-159.1.

30 (a) ~~The No later than July 1, 2013, the~~ Department of Education shall develop, and the
31 State Board of Education shall approve, state models and industry required content
32 standards, after consultation with industries in Georgia and in collaboration with the
33 Technical College System of Georgia and the University System of Georgia to ensure
34 alignment with postsecondary opportunities, for the following focused programs of study,
35 as defined in Code Section 20-2-326, including, but not limited to:

- 36 (1) Agriculture, food, and natural resources;
37 (2) Architecture and construction;
38 (3) Arts, audio-video technology, and communications;
39 (4) Business, management, and administration;
40 (5) Education and training;
41 (6) Finance;
42 (7) Health science;
43 (8) Hospitality and tourism;
44 (9) Human services;
45 (10) Information technology;
46 (11) Law, public safety, and security;
47 (12) Manufacturing;
48 (13) Government and public administration;
49 (14) Marketing, sales, and service;
50 (15) Science, technology, engineering, and mathematics; ~~and~~
51 (16) Transportation, distribution, and logistics; and
52 (17) Energy.

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

54 (b) The focused programs of study established pursuant to this Code section may include
55 or be revised to include industry certifications or industry credentialing, as defined in Code
56 Section 20-2-326, pertinent to any such focused program of study. After consultation with
57 employers and industries in Georgia, the Department of Education and the Technical
58 College System of Georgia shall jointly establish a list of industry credentials that are
59 required by Georgia employers. Such list shall be made available on the Department of
60 Education and the Technical College System of Georgia websites. Such list shall be

61 annually reviewed and updated as appropriate and made available prior to the beginning
 62 of the annual competitive grant application process provided for in subsection (j) of Code
 63 Section 20-2-260.

64 (c) Local school systems, charter schools, and college and career academies shall be
 65 authorized to develop and submit additional pathways, including recommended content
 66 standards, for consideration by the State Board of Education. The Department of
 67 Education shall review and recommend approval or denial of any new pathway to the State
 68 Board of Education within 90 days of submission of such pathway for consideration."

69 **SECTION 4.**

70 Said chapter is further amended by revising subsection (c) of Code Section 20-2-159.4,
 71 relating to policies and guidelines for awarding units of high school credit based on
 72 demonstrated proficiency, as follows:

73 "(c) The state board shall identify assessments, including various commercial assessments,
 74 for immediate use for students to demonstrate subject area competency, which may
 75 include, but not be limited to:

- 76 (1) Advanced placement exams;
- 77 (2) ACT course assessment;
- 78 (3) Industry-specific certificates and ~~credentials~~ industry credentialing, as defined in
 79 Code Section 20-2-326, for career, technical, and agricultural education courses;
- 80 (4) College Level Examination Program (CLEP) exams; and
- 81 (5) Nationally recognized foreign language performance assessments.

82 The state board shall establish a process for reviewing and approving performance based
 83 assessments developed commercially, by the state, or by a local school system. Initially,
 84 the state board shall limit the number of credits earned through such educational options to
 85 three credits per student until the practice is proven to yield student outcomes at least
 86 equivalent to those found in standard seat-time courses. The policy shall ensure that credit
 87 for demonstrated proficiency is reported on student transcripts in the same way that
 88 seat-time credit is recorded. The state board shall review such policy after three years to
 89 determine if student outcomes from these educational options are equivalent to, if not better
 90 than, student outcomes in traditional courses."

91 **SECTION 5.**

92 Said chapter is further amended by revising subsection (b) of Code Section 20-2-161.2,
 93 relating to work based learning programs, as follows:

94 "(b) Any student aged ~~16~~ 15 or over in any public school in this state may enroll in a work
 95 based learning program which is offered at that public school and which is approved for

96 secondary credit by the department. Such student shall be granted release time from the
 97 public school to work as a student learner for any business or governmental enterprise
 98 which is approved by the local work based learning coordinator as a qualified employer
 99 pursuant to this Code section and work based learning program guidelines established by
 100 the department. A student shall receive secondary credit for such work based learning only
 101 under the conditions established by the department. The department is authorized to
 102 establish work based learning programs and guidelines to assist local school systems in
 103 operating such programs and to promulgate such policies, standards, procedures, criteria,
 104 and administrative requirements as may be necessary to implement the program by rules
 105 and regulations. The work based learning programs established pursuant to this Code
 106 section may include, but not be limited to, employability skill development, ~~service~~
 107 ~~learning~~, cooperative education, internships, and youth apprenticeships. The department
 108 shall collaborate with the Department of Labor and the Technical College System of
 109 Georgia in developing such policies and procedures. The department's work based learning
 110 programs shall include but not be limited to the following:

- 111 (1) A detailed training agreement and training plan between employer and student that
 112 identifies specific work tasks that will develop workplace competency;
- 113 (2) A minimum of one unit of credit in a career pathway course related to the work based
 114 learning placement;
- 115 (3) A minimum number of hours of on-the-job training as required in the department's
 116 guidelines for awarding secondary credit;
- 117 (4) On-site evaluation of the student's performance;
- 118 (5) Training remediation as necessary at the school site;
- 119 (6) A broad range of skills but shall be focused on skills related to the student's career
 120 pathway;
- 121 (7) Development of materials by the business, industry, and labor community in
 122 conjunction with the department to promote the awareness of work based learning
 123 opportunities for high school students and encourage recruitment; and
- 124 (8) Structural linkage between secondary and postsecondary components of the program
 125 leading to the awarding of a high school diploma and a postsecondary credential, which
 126 may include industry credentialing, as defined in Code Section 20-2-326, related to the
 127 student's career pathway."

128 **SECTION 6.**

129 Said chapter is further amended by revising paragraph (5) of and adding a new paragraph to
 130 subsection (b) and by revising paragraph (5) of subsection (c) and subsections (j) and (k) of
 131 Code Section 20-2-260, relating to capital outlay funds generally, as follows:

S. B. 3 (SUB)

132 "(5) 'Educational facilities' shall include buildings, fixtures, and equipment necessary for
133 the effective and efficient operation of the program of public education required by this
134 article, which, without limiting the generality of the foregoing, shall include classrooms,
135 libraries, rooms and space for physical education, space for fine arts, restrooms,
136 specialized laboratories, cafeterias, media centers, building equipment, building fixtures,
137 furnishings, career, technical, and agricultural education labs and facilities to support
138 industry credentialing, related exterior facilities, landscaping and paving, and similar
139 items which the State Board of Education may determine necessary. The following
140 facilities are specifically excluded: swimming pools, tracks, stadiums, and other facilities
141 or portions of facilities used primarily for athletic competition and the central and area
142 administrative offices of local units of administration."

143 "(8.1) 'Industry credentialing' shall have the same meaning as in Code Section 20-2-326."

144 "(5) To develop a state-wide needs assessment for purposes of planning and developing
145 policies, anticipating state-wide needs for educational facilities, and providing assistance
146 to local school systems in developing educational facilities plans. The state-wide needs
147 assessment shall be developed from, among other sources, vital statistics published by the
148 Department of Public Health, census data published by the Bureau of the Census, local
149 school system educational facilities and real property inventories, educational facilities
150 surveys, full-time equivalent student projection research, and educational facilities
151 construction plans; shall reflect circumstances where rapid population growth is caused
152 by factors not reflected in full-time equivalent student projection research; and shall give
153 priority to elementary school construction. In addition, the state board shall develop a
154 consistent, systematic research approach to full-time equivalent student projections which
155 will be used in the development of needs within each local unit. Projections shall not be
156 confined to full-time equivalent resident students but shall be based on full-time
157 equivalent student counts which include full-time equivalent nonresident students,
158 whether or not such full-time equivalent nonresident students attend school pursuant to
159 a contract between local school systems and shall also account for properties owned by
160 the Technical College System of Georgia for the purposes of a college and career
161 academy. The full-time equivalent projection shall be calculated in accordance with
162 subsection (m) of this Code section. The survey team will use such projections in
163 determining the improvements needed for the five-year planning period. The state board
164 shall also develop schedules for allowable square footage and cost per square foot and
165 review these schedules annually. The cost estimate for each recommended improvement
166 included in the plan shall be based on these schedules. Any increase in cost or square
167 footage for a project beyond that allowed by state board schedules for such projects shall
168 be the responsibility of the local school system and shall not count toward present or

169 future required local participation. The schedules for allowable square footage and cost
 170 per square foot shall be specified in regulations by the State Board of Education;"

171 "(j) The State Board of Education shall establish an annual competitive grant program for
 172 renovation, modernization, replacement, or purchase of equipment for the enhancement of
 173 programs that are currently certified or in the process of achieving industry certification in
 174 educational facilities that align with industry credentials on the list developed pursuant to
 175 Code Section 20-2-159.1 or have been (1) linked to an occupation that addresses a critical
 176 local or state-wide workforce need, (2) linked to an occupation that is identified as part of
 177 the skilled trade industry, or (3) linked to an occupation that is identified in an emerging
 178 field or technology. The State Board of Education in awarding grants shall give priority
 179 to local programs that demonstrate local industry support and postsecondary partnerships
 180 that are linked to the verified industry need and to chronically low-performing high
 181 schools. ~~Reserved.~~

182 (k) The State Board of Education shall request separate appropriations for each of the
 183 following categories:

- 184 (1) Regular entitlements pursuant to subsection (g) of this Code section;
 185 (2) Regular advance funding projects pursuant to paragraphs (1) through (4) of
 186 subsection (h) of this Code section;
 187 (3) Construction projects resulting from the consolidation of schools across local school
 188 system lines pursuant to paragraph (5) of subsection (h) of this Code section;
 189 (4) Construction projects resulting from merger of local school systems pursuant to
 190 subsection (a) of Code Section 20-2-291 or by agreement between two or more local
 191 school systems; and
 192 (5) Advance funding projects for consolidation or reorganization of schools pursuant to
 193 subsection (i) of this Code section; and
 194 (6) Equipment grants to enhance industry credentialing pursuant to subsection (j) of this
 195 Code section."

196 **SECTION 7.**

197 Said chapter is further amended by revising Code Section 20-2-326, relating to definitions
 198 relative to the "Building Resourceful Individuals to Develop Georgia's Economy Act," as
 199 follows:

200 "20-2-326.

201 For purposes of this part, the term:

- 202 (1) 'Articulation' means agreement between a high school and a postsecondary institution
 203 regarding the awarding of both secondary and postsecondary credit for a dual enrollment
 204 course.

205 (2) 'Choice technical high school' means a high school, other than the high school to
 206 which a student is assigned by virtue of his or her residence and attendance zone, which
 207 is designed to prepare a high school student for postsecondary education and for
 208 employment in a career field. A choice technical high school may be operated by a local
 209 school system or a technical school or college. A choice technical high school may also
 210 be operated as a charter school under a governance board composed of parents,
 211 employers, and representatives from the local board of education.

212 (3) 'Chronically low-performing high school' means a public high school in this state that
 213 has a graduation rate of less than 60 percent for three consecutive years, as determined
 214 in accordance with methodology established by the National Governors Association's
 215 Compact on High School Graduation Data, or that has received an unacceptable rating
 216 for three consecutive years, as defined by the Office of Student Achievement.

217 (4) 'College and career academy' means a specialized school established as a charter
 218 school or pursuant to a contract for a strategic waivers school system or charter system,
 219 which formalizes a partnership that demonstrates a collaboration between business,
 220 industry, and community stakeholders to advance work force development between one
 221 or more local boards of education, a private individual, a private organization, or a state
 222 or local public entity in cooperation with one or more postsecondary institutions.

223 (5) 'Focused program of study' means a rigorous academic core combined with a focus
 224 in mathematics and science; a focus in humanities, fine arts, and foreign language; or a
 225 coherent sequence of career pathway courses that is aligned with graduation requirements
 226 established by the State Board of Education and content standards established pursuant
 227 to Part 2 of this article that prepares a student for postsecondary education or immediate
 228 employment after high school graduation.

229 (6) 'Graduation plan' means a student specific plan developed in accordance with
 230 subsection (c) of Code Section 20-2-327 detailing the courses necessary for a high school
 231 student to graduate from high school and to successfully transition to postsecondary
 232 education and the work force.

233 (7) 'Industry certification' means a process of program evaluation that ensures that
 234 individual programs meet state, national, or international industry standards in the areas
 235 of curriculum, teacher qualification, lab specifications, equipment, and industry
 236 involvement.

237 (7.1) 'Industry credentialing' means a process through which students are assessed by an
 238 independent third-party certifying entity using predetermined standards for knowledge,
 239 skills, and competencies, resulting in the award of individual certification or state
 240 licensure or an occupational competency that is state, nationally, or internationally
 241 recognized.

242 (8) 'Public college or university' means a two-year or four-year college, university, or
 243 other institution under the auspices of the Board of Regents of the University System of
 244 Georgia.

245 (9) 'Small learning community' means an autonomous or semiautonomous small learning
 246 environment within a large high school which is made up of a subset of students and
 247 teachers for a two-year, three-year, or four-year period. The goal of a small learning
 248 community is to achieve greater personalization of learning with each community led by
 249 a principal or instructional leader. A small learning community blends academic studies
 250 around a broad career or academic theme where teachers have common planning time to
 251 connect teacher assignments and assessments to college and career readiness standards.
 252 Students voluntarily apply for enrollment in a small learning community but must be
 253 accepted, and such enrollment must be approved by the student's parent or guardian. A
 254 small learning community also includes a college and career academy organized around
 255 a specific career theme which integrates academic and career instruction, provides work
 256 based learning opportunities, and prepares students for postsecondary education and
 257 employment, with support through partnerships with local employers, community
 258 organizations, and postsecondary institutions.

259 (10) 'Teacher adviser system' means a system where an individual professional educator
 260 in the school assists a small group of students and their parents or guardians throughout
 261 the students' high school careers to set postsecondary goals and help them prepare
 262 programs of study, utilizing assessments and other data to track academic progress on a
 263 regular basis; communicates frequently with parents or guardians; and provides
 264 advisement, support, and encouragement as needed.

265 (11) 'Technical school or college' means a ~~school~~, college, institution, or other branch of
 266 the Technical College System of Georgia."

267 **SECTION 8.**

268 Said chapter is further amended by revising subsection (c) of Code Section 20-2-327, relating
 269 to recognition of advanced proficiency/honors courses and counseling and development of
 270 individual graduation plans, as follows:

271 "(c) Beginning with the 2010-2011 school year, students in the sixth, seventh, and eighth
 272 grades shall be provided counseling, advisement, career awareness, career interest and
 273 career demand inventories, and information to assist them in evaluating their academic
 274 skills and career interests. Before the end of the second semester of the eighth grade,
 275 students shall develop an individual graduation plan in consultation with their parents,
 276 guardians, or individuals appointed by the parents or guardians to serve as their designee.
 277 High school students shall be provided guidance, advisement, and counseling annually that

278 will enable them to successfully complete their individual graduation plans, preparing them
 279 for a seamless transition to postsecondary study, further training, or employment, including
 280 information regarding occupations, degrees, industry credentials, certifications, and
 281 technical skills; work-ready skills in demand by Georgia employers through the
 282 department's career pipeline website; and other career related inventories made available
 283 through the Technical College System of Georgia or the Office of Student Achievement.

284 An individual graduation plan shall:

285 (1) Include rigorous academic core subjects and focused ~~course-work~~ coursework in
 286 mathematics and science or in humanities, fine arts, and foreign language or sequenced
 287 career pathway ~~course-work~~ coursework;

288 (2) Incorporate provisions of a student's Individualized Education Program (IEP), where
 289 applicable;

290 (3) Align educational and broad career goals and a student's course of study;

291 (4) Be based on the student's selected academic and career focus area as approved by the
 292 student's parent or guardian;

293 (5) Include experience based, career oriented learning experiences which may include,
 294 but not be limited to, participation in work based learning programs such as internships,
 295 apprenticeships, cooperative education, ~~service-learning~~, and employability skill
 296 development;

297 (6) Include any applicable industry credentialing that pertains to the student's focused
 298 program of study;

299 ~~(6)~~(7) Include opportunities for postsecondary studies through articulation, dual
 300 enrollment, and joint enrollment;

301 ~~(7)~~(8) Be flexible to allow change in the course of study but be sufficiently structured to
 302 meet graduation requirements and qualify the student for admission to postsecondary
 303 education; and

304 ~~(8)~~(9) Be approved by the student and the student's parent or guardian with guidance
 305 from the student's school counselor or teacher adviser.

306 An individual graduation plan shall be reviewed annually, and revised, if appropriate, upon
 307 approval by the student and the student's parent or guardian with guidance from the
 308 student's school counselor or teacher adviser. An individual graduation plan may be
 309 changed at any time throughout a student's high school career upon approval by the student
 310 and the student's parent or guardian with guidance from the student's school counselor or
 311 teacher adviser."

312 SECTION 9.

313 Said chapter is further amended by adding a new Code section to read as follows:

S. B. 3 (SUB)

314 "20-2-327.1.

315 (a) The State Board of Education, in collaboration with the Technical College System of
 316 Georgia, shall facilitate and encourage industry credentialing for career, technical, and
 317 agricultural education programs utilizing existing career pathways and individual
 318 graduation plans. Further, local school systems are authorized and encouraged to align
 319 competency based career education, along with enhanced work based learning experiences,
 320 as provided for in Code Section 20-2-161.2, to facilitate and make available to students
 321 opportunities to receive industry credentialing in critical and emerging occupations in
 322 Georgia.

323 (b) No later than December 31, 2018, and annually thereafter, the Department of
 324 Education shall produce a report identifying the industry credentialing attainment levels
 325 for the previous calendar year. Such report shall include the current and projected regional
 326 business and industry needs for the purpose of establishing annual goals and strategies to
 327 increase attainment rates of industry credentialing, including the development of additional
 328 industry credentials to enhance current industry certified programs."

329 **SECTION 10.**

330 Said chapter is further amended by revising Code Section 20-2-328, relating to a competitive
 331 grant program, as follows:

332 "20-2-328.

333 (a) Subject to appropriations by the General Assembly, the State Board of Education shall
 334 establish a competitive grant program for local school systems to implement school reform
 335 measures in selected high schools. The state board shall establish program requirements
 336 in accordance with the provisions of this Code section and shall establish grant criteria,
 337 which shall ~~include that priority~~ encourage alignment with industry credentialing, including
 338 postsecondary partnerships between the Technical College System of Georgia and college
 339 and career academies and other career, technical, and agricultural education programs in
 340 high schools. Priority for reform grants shall be given to chronically low-performing high
 341 schools in accordance with subsection (b) of this Code section or to high schools enhancing
 342 career, technical, and agricultural education programs to allow for greater attainment of
 343 industry credentialing in accordance with subsection (b.1) of this Code section.

344 (b)(1) The State Board of Education shall develop an evidence based model program for
 345 chronically low-performing high schools receiving a reform grant pursuant to this Code
 346 section for addressing at-risk students, which shall include various programs and
 347 curricula that have proven to be effective for at-risk students focusing on:

348 (A) Identification of students at risk for being poorly prepared for the next grade level
 349 or for dropping out of school;

- 350 (B) Strengthening retention of ninth grade students in school and reducing high failure
351 rates;
- 352 (C) Improving more students' performances to grade level standards in reading and
353 mathematics by the end of ninth grade;
- 354 (D) Assisting students and their parents or guardians in setting an outcome career and
355 educational goal and identifying a focused program of study to achieve such goal; and
- 356 (E) Assisting students in learning and applying study skills, coping skills, and other
357 habits that produce successful students and adults.
- 358 (2) The at-risk model program shall include:
- 359 (A) Diagnostic assessments to identify strengths and weaknesses in the core academic
360 areas;
- 361 (B) A process for identifying at-risk students, closely monitored by the Department of
362 Education in collaboration with local school systems to ensure that students are being
363 properly identified and provided timely, appropriate guidance and assistance and to
364 ensure that no group is disproportionately represented; and
- 365 (C) An evaluation component in each high school to ensure the programs are providing
366 students an opportunity to graduate with a high school diploma.
- 367 (3) The at-risk model program may include various components designed to result in
368 more students facilitating a successful start in high school and passing ninth grade such
369 as:
- 370 (A) Utilizing a flexible schedule that increases students' time in core language
371 arts/reading and mathematics studies designed to eliminate academic deficiencies;
- 372 (B) Maintaining a student-teacher ratio in ninth grade that is no higher than any other
373 grade level ratio in high school;
- 374 (C) Utilizing experienced and effective teachers as leaders for teacher teams in ninth
375 grade to improve instructional planning, delivery, and reteaching strategies;
- 376 (D) Assigning students to a teacher mentor who will meet with them frequently to
377 provide planned lessons on study skills and other habits of success that help students
378 become independent learners and who will help them receive the assistance they need
379 to successfully pass ninth grade; and
- 380 (E) Including ninth grade career courses which incorporate a series of miniprojects
381 throughout the school year that require the application of ninth grade level reading,
382 mathematics, and science skills to complete while students learn to use a range of
383 technology and help students explore a range of educational and career options that will
384 assist them in formulating post high school goals and give them a reason to stay in
385 school and work toward achieving their stated goals.

386 (b.1) The State Board of Education shall develop criteria for reform grants for high schools
 387 that enhance career, technical, and agricultural education programs to allow for greater
 388 attainment of industry credentialing including postsecondary partnerships between the
 389 Technical College System of Georgia and college and career academies and other career,
 390 technical, and agricultural education programs in high schools. The grants may also be
 391 used to require that career, technical, and agricultural education teachers participate in
 392 industry credentialing training to teach courses that lead to industry credentialing.

393 (c) The State Board of Education shall promulgate rules and regulations for ~~chronically~~
 394 ~~low-performing~~ high schools receiving a reform grant pursuant to this Code section to
 395 make the high schools more relevant to and effective for all students. Such rules shall
 396 encourage high schools to implement a comprehensive school reform research based model
 397 that focuses on:

- 398 (1) Setting high expectations for all students;
- 399 (2) Personalizing individual graduation plans for students;
- 400 (3) Developing small learning communities or college and career academies with a
 401 rigorous academic foundation and emphasis in broad career fields of study;
- 402 (4) Using project based instruction embedded with strong academics to improve
 403 relevancy in learning;
- 404 (5) Fostering collaboration among academic and career/technical teachers;
- 405 (6) Implementing nontraditional scheduling in ninth grade for students behind in their
 406 grade level;
- 407 (7) Promoting parental involvement; and
- 408 (8) Training teachers to work with low-performing students and their parents or
 409 guardians.

410 (d) This Code section shall be subject to appropriations by the General Assembly."

411 **SECTION 11.**

412 Said chapter is further amended by revising Code Section 20-2-329, relating to requirements
 413 for high schools that receive a reform grant, as follows:

414 "20-2-329.

415 High schools that receive a reform ~~grant~~ grants as chronically low-performing high schools
 416 pursuant to subsection (b) of Code Section 20-2-328 shall:

- 417 (1) Provide focused programs of study which are designed to provide a well-rounded
 418 education for students by fostering artistic creativity, critical thinking, and self-discipline
 419 through the teaching of academic content, knowledge, and skills that students will use in
 420 the workplace, further education, and life. The focused programs of study, whether
 421 provided at a choice technical high school, a college and career academy, a traditional

422 high school, or on site at a technical school or college or a public college or university,
 423 shall be aligned with graduation requirements established by the State Board of Education
 424 and content standards established pursuant to Part 2 of this article, including, at a
 425 minimum, four years of mathematics, Algebra I and higher, and four years of English,
 426 with an emphasis on developing reading and writing skills to meet college and career
 427 readiness standards or including high school diploma requirements established pursuant
 428 to Code Section 20-2-149.2;

429 (2) Implement a teacher adviser system;

430 (3) Provide students in the ninth through twelfth grades information on educational
 431 programs offered in high school, in technical and community colleges, in colleges and
 432 universities, and through work based learning programs and how these programs can lead
 433 to a variety of career fields. Local school systems shall provide career awareness and
 434 exploratory opportunities such as field trips, speakers, educational and career information
 435 centers, job shadowing, and classroom centers to assist students and their parents or
 436 guardians, with guidance from school counselors and teacher advisers, in revising, if
 437 appropriate, the individual graduation plan developed pursuant to subsection (c) of Code
 438 Section 20-2-327;

439 (4) Enroll students no later than ninth grade into one of the following options for earning
 440 a high school diploma and preparing students for postsecondary education and a career
 441 which will include a structured program of academic study with in-depth studies in:

442 (A) Mathematics and science;

443 (B) Humanities, fine arts, and foreign language; or

444 (C) A career pathway that leads to passing an ~~employer certification~~ industry
 445 credentialing exam in a high demand, high skill, or high wage career field or to an
 446 associate's degree or bachelor's degree.

447 The awarding of a special education diploma to any disabled student who has not
 448 completed all of the requirements for a high school diploma, but who has completed his
 449 or her Individualized Education Program (IEP) shall be deemed to meet the requirements
 450 of this paragraph;

451 (5) Implement the at-risk model program developed by the State Board of Education
 452 pursuant to subsection (b) of Code Section 20-2-328;

453 (6) Comply with the rules and regulations promulgated by the State Board of Education
 454 for chronically low-performing high schools pursuant to subsection (c) of Code Section
 455 20-2-328; and

456 (7) Schedule annual conferences to assist students and their parents or guardians in
 457 setting educational and career goals and creating individual graduation plans beginning
 458 with students in the eighth grade and continuing through high school. These conferences

459 shall include, but are not limited to, assisting the student in identifying educational and
460 career interests and goals, selecting a career and academic focus area, and developing an
461 individual graduation plan."

462 **SECTION 12.**

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