

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

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SENATE BILL DRS15130-LR-19

Short Title: NC Skills-Gap Study.

(Public)

Sponsors: Senators Chaudhuri, McInnis, and Gunn (Primary Sponsors).

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT ESTABLISHING THE NORTH CAROLINA SKILLS-GAP STUDY.

3 The General Assembly of North Carolina enacts:

4 **SECTION 1.** The NC Works Commission (Commission) shall conduct a
5 comprehensive review and evaluation of the State's anticipated workforce demand and
6 educational supply for such demand, to the extent practicable within available resources and
7 subject to the availability of data currently collected by and accessible to State agencies. The
8 review shall be made in consultation with the Department of Commerce, the Department of
9 Labor, the Department of Public Instruction, The University of North Carolina General
10 Administration, the North Carolina Community College System, and any other entity the
11 Commission deems appropriate.

12 **SECTION 2.** The Commission shall submit an initial written report detailing its
13 findings and recommendations relating to the workforce demand, education supply to such
14 demand, and gaps to the Joint Legislative Education Oversight Committee (JLEOC) by February
15 1, 2020, and its final written report no later than 45 days before the convening of the 2021 General
16 Assembly. The Commission shall provide periodic progress reports to update the JLEOC at least
17 every six months after the effective date of this act.

18 **SECTION 3.** The report to the JLEOC shall include all of the following:

- 19 (1) The State's anticipated workforce demands and needs, including two-year and
20 10-year labor market projects by (i) region, (ii) occupational clusters, and (iii)
21 educational requirements.
22 (2) The State's educational supply for such demand, including, but not limited to,
23 degrees and certificates provided by high school programs, apprenticeship
24 programs, public or private workforce training programs, community
25 colleges, and public and private universities and colleges.
26 (3) A state and regional skills-gap analysis comparing our workforce demands
27 and educational supply.
28 (4) A set of recommendations on how to efficiently and effectively close the skills
29 gap that include, but are not limited to, (i) what degrees and certificates should
30 be established to address our regional skills gap, (ii) what educational
31 programs constitute a duplication of effort, and (iii) what data gaps exist to
32 allow the Commission to provide a more detailed and sophisticated analysis,
33 including estimated cost to purchase or secure such data.

34 **SECTION 4.** This act is effective when it becomes law.

