

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Agenda

Tuesday, August 29, 2000, 10:00 a.m.
Room 421, Legislative Office Building
Senator Lee, presiding

♦ WELCOME

Senator Lee and Representative Rogers, Cochairs

♦ COMMITTEE BUSINESS

Approval of minutes from previous meetings

♦ OVERVIEW OF 2000 SUBSTANTIVE LEGISLATION AND APPROPRIATIONS (10:10-10:30)

Dr. Shirley Iorio, Committee Education Specialist

♦ NEED FOR AN EXCELLENT UNIVERSITIES AND COMMUNITY COLLEGES ACT (10:30-12:30)

Highlights of SREB and National Findings

Ms. Sara Kamprath, Committee Policy Analyst

The University of North Carolina

Dr. Gretchen Bataille, Senior Vice President for Academic Affairs

Mr. Jeffrey R. Davies, Vice President for Finance

Chancellor James H. Woodward, UNC-Charlotte

The Community Colleges

Dr. Steve Scott, Executive Vice President, NCCCS

Mr. Kennon Briggs, Vice President, NCCCS

Dr. Bill Lewis, President, Isothermal Community College

♦ LUNCH BREAK (12:30-2:00)

♦ STATUS OF GIFTED EDUCATION IN NORTH CAROLINA (2:00-2:45)

Ms. Robin Johnson, Committee Counsel

Mr. David Mills, Chief, Areas of Exceptionality, DPI

Ms. Valerie Hargett, Consultant, AG, DPI

(CONTINUED ON OTHER SIDE)

◆ **CHALLENGES FACING LEAs WITH STUDENTS WHO ARE LIMITED IN ENGLISH LANGUAGE PROFICIENCY (2:45-3:30)**

Ms. Robin Johnson, Committee Counsel

Ms. Linda Higgins, Director of Special Programs, Lee County Schools

Dr. Tim Hart, ESL Senior Administrator, Wake County Public School System

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Agenda

Wednesday, August 30, 2000, 9:00 a.m.
Room 421, Legislative Office Building
Senator Lee, presiding

♦ WELCOME

Senator Lee, Cochair

♦ INTRODUCTION OF ABC's PRESENTATIONS

Ms. Robin Johnson, Committee Counsel

♦ HIGHLIGHTS OF RECENT ABC's REPORT (9:00-9:30)

Dr. Henry Johnson, Associate Superintendent of Instructional & Accountability Services

♦ WHERE ARE WE GOING WITH ACCOUNTABILITY? (9:30-11:00)

NC School Boards Association, Ms. Leanne Winner

NC School Administrators Association, Ms. Jan Crotts, Executive Director

NC Public School Forum, Mr. John Dornan, Executive Director

NC Association of Educators, Ms. Joyce Elliott, President

NC American Federation of Teachers, Ms. Amy VanOostrum

NC Education and Law Project, Mr. Greg Malhoit or Ms. Yvonne Perry,

♦ ABC's ISSUES/CONCERNS (11:00-12:30)

Possible ABCs Modifications

Dr. Henry Johnson, Associate Superintendent of Instructional & Accountability Services

Accountability Issues

Mr. Lou Fabrizio, Director, Division of Accountability, DPI

School Assistance Issues

Ms. Elsie Leak, Director, Division of School Improvement, DPI

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Agenda

**Tuesday, September 26, 2000, 10:00 a.m.
Room 421, Legislative Office Building
Representative Rogers, presiding**

❖ **WELCOME**

Senator Lee and Representative Rogers, Cochairs

❖ **STATE BOARD OF EDUCATION RECOMMENDATIONS (10:00-10:30)**

Dr. Mike Ward, Superintendent

❖ **EDUCATION CABINET STUDY OF HIGH SCHOOL PROGRAMS (10:30- 10:50)**

Ms. Robin Johnson, Committee Counsel

Ms. Lynda McCulloch, Senior Education Advisor to the Governor

Dr. Charles Thompson, Executive Director, NC Education Research Council

❖ **FIRST IN AMERICA (10:50-11:30)**

Ms. Lynda McCulloch, Senior Education Advisor to the Governor

Dr. Charles Thompson, Executive Director, NC Education Research Council

❖ **SUPPORT PERSONNEL**

❖ *Mr. Jim Newlin, Fiscal Analyst, NCGA*

❖ *School Social Workers (11:30-12:15)*

Ms. Myrna Miller, MSW/JD, Director of Government Relations

National Association of Social Workers, NC Chapter

❖ *School Nurses (12:15-1:00)*

Ms. Marilyn Asay, NC Nurses Association

❖ **LUNCH (1:00 – 2:00)**

❖ **SUPPORT PERSONNEL (Continued)**

❖ *School Counselors (2:00 – 2:45)*

Ms. Audrey Thomasson, President, NC School Counselor Association

Mr. Eric Sparks, President Elect, NC School Counselor Association

(CONTINUED ON OTHER SIDE)

❖ **IHE PERFORMANCE REPORT/REWARDS AND SANCTIONS
(2:45 – 3:15)**

Dr. Shirley Iorio, Committee Education Specialist

Dr. Kathy Sullivan, Director, Human Resource Management, DPI

Dr. Charles Coble, Vice-President for University-School Programs, UNC

Mr. Tim McDowell, NC Independent Colleges and Universities

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Agenda

Wednesday, September 27, 2000, 9:00 a.m.
Room 421, Legislative Office Building
Representative Rogers, presiding

❖ **HOT TOPICS IN EDUCATION (9:00 – 10:00)**

Ms. Kathy Christie, Director of Information Clearinghouse, Education
Commission of the States

❖ **SCHOOL LEADERSHIP INITIATIVES: WHAT HAVE WE DONE, WHERE ARE WE NOW, AND WHERE DO WE GO? (10:00 – 1:00)**

❖ *Historical Overview (10:00 – 10:10)*
Ms. Kory Goldsmith, Committee Counsel

❖ *Supply and Demand Information (10:10 – 10:20)*

Dr. Gary Barnes, Vice President for Program Assessment & Public Service,
UNC-GA

❖ *Preservice Training (10:20 – 10:40)*

❖ *Master of School Administration Programs*
Dr. Henry Peel, Wachovia Distinguished Professor, ECU Master of
School Administration Program
❖ *North Carolina Principal Fellows Program*
Ms. Karen Gerringer, Director, N.C. Principal Fellows Program

❖ *School Administrators' Licensure/Demographics of Principals
(10:40 – 11:00)*

Ms. Linda Stevens, Executive Director, N.C. Standards Board for
School Administration

❖ *Principals' Salary and Performance Compensation (11:00- 11:10)*
Mr. Philip Price, Fiscal Analyst, NCGA

❖ *In-Service Training (11:10 – 11:30)*

Mr. Ken Jenkins, Executive Director,
Ms. Linda Suggs, Director of Professional Development/Personnel Support,
NC Association of School Administrators

❖ **BREAK (Tentative)**

(Continued on other side)

❖ ***Panel of School Administrators (11:45 – 1 p.m.)***

Ms. Gail Edmonston (Principal of the Year), Snow Hill Primary (PK-02),
Green County

Mr. Richard Watts, Kimberly Park Elementary (K-5), Winston-
Salem/Forsyth County

Dr. Linda Bost, Davie High School (9-12), Davie County

Ms. Suzie Eckland, North Chatham Elementary (K-8), Chatham County

Mr. Rob Gasparello, Hunter Elementary (PK-5), Guilford County

Ms. Myra Holloway, R. Max Abbott Middle (6-8), Cumberland County

These principals have been asked to address the following questions:

1. What do the Masters of School Administration programs need to do to produce well-trained principals?
2. How would you improve in-service training opportunities for principals?
3. What do you need in order to be a more effective leader?
4. What barriers are keeping you from becoming more effective?

PROPOSED AGENDA
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Room 421, Legislative Office Building
Tuesday, January 16, 9:00 a.m.

- ❖ **WELCOME (9:00-9:05)**
Representative Rogers, Cochair
- ❖ **EARLY IMPLEMENTATION OF STUDENT PROMOTION STANDARDS (9:10 – 11:10)**
Ms. Robin Johnson, Committee Counsel
Dr. Henry Johnson, Associate Superintendent for Instructional & Accountability Services, DPI
Dr. Larry Price, Superintendent, Wilson County Schools
Dr. Richard Jones, Superintendent, Watauga County Schools
- ❖ **COST OF PROJECTED ENROLLMENT INCREASES ON FACULTY SALARIES (11:10 – 11:40)**
Ms. Sara Kamprath, Education Policy Analyst
Dr. Gretchen Bataille, Senior Vice-President for Academic Affairs, The University of NC
Mr. Kennon Briggs, Vice President for Business and Finance, NC Community College System
- ❖ **RESEARCH REGARDING EDUCATION OF STUDENTS WITH DISABILITIES (11:40-12:40)**
Mike McLaughlin, Editor, North Carolina Insight Magazine
North Carolina Center for Public Policy Research
- ❖ **LUNCH (12:40 – 1:40)**
- ❖ **MODEL TEACHER CONSORTIUM/TEACHER ASSISTANTS (1:40 – 2:30)**
Jean Murphy, Executive Director
- ❖ **REPORT ON PROGRAMS FOR HIGH SCHOOL PROGRAMS OFFERED BY PUBLIC SCHOOLS, COMMUNITY COLLEGES, AND UNIVERSITIES (2:30 – 3:30)**
Ms. Sara Kamprath, Education Policy Analyst
Dr. Charles Thompson, Executive Director, NC Education Research Council
- ❖ **COMMITTEE DISCUSSION OF PROPOSED RECOMMENDATIONS (3:30 – 4:30)**

**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
1999 STUDIES**

ISSUE	AUTHORIZING LEGISLATION	MAY or SHALL	MISCELLANEOUS NOTES	REPORT DATE
<i>Central office administrators salaries</i>	S.L. 1999-237 Sec. 8.21	Shall		Before Short Session
<i>Need for additional public school nurses</i>	S.L. 1999-237 Sec. 8.23	Shall	Forward results to public & private entities concerned about health care issues	No date specified
<i>Teacher assistant salaries</i>	S.L. 1999-237 Sec. 8.32	Shall review SBE reports; may further study		Before Short Session
<i>Development of revised school accountability model</i>	S.L. 1999-237 Sec. 8.36	Shall study; may report		Before 2000 or 2001 Session
<i>Cooperative high school education program accountability</i>	S.L. 1999-237 Sec. 9.21	Shall	Based on joint report from SBE & SBCC	None specified; but implies by Short Session
<i>Students who threaten to commit or who carry out acts of violence directed at schools or school personnel</i>	S.L. 1999-257 Sec. 8	Shall	In consultation with SBE, Office of Juvenile Justice, Center for Prevention of School Violence, local boards of education, and the NC Congress of Parents and Teachers	By Short Session
<i>Local flexibility to develop school calendar to deal with school closings due to bad weather or emergencies</i>	S.L. 1999-373 Sec. 4	Shall study; may report		By 2000 or 2001 Session
<i>Pre-kindergarten education</i>	S.L. 1999-395 Part XII	May		By 2000 or 2001 Session

**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
1999 STUDIES**

ISSUE	AUTHORIZING LEGISLATION	MAY or SHALL	MISCELLANEOUS NOTES	REPORT DATE
<i>Differentiated diplomas</i>	S.L. 1999-237 Sec. 8.31	May		By Short Session or 2001 Session
<i>Streamlining the community college capital construction process</i>	S.L. 1999-237 Sec. 9.14	May		May 1, 2000
<i>Driver education programs; teen drivers</i>	S.L. 1999-395 Sec.2.1	May	LRC re-referral	By 2000 or 2001 Session
<i>Seat belts on school buses</i>	S.L. 1999-395 Sec.2.1	May	LRC re-referral	By 2000 or 2001 Session
<i>School boards review of applicable court orders</i>	S.L. 1999-395 Sec.2.1	May	LRC re-referral	By 2000 or 2001 Session
<i>Election, terms, and constitution of Board of Governors</i>	S.L. 1999-395 Sec.2.1	May	LRC re-referral	By 2000 or 2001 Session

Reports to
Joint Legislative Education Oversight Committee

February 1999

RECEIVED Due date: From: Description: Chapter:	February 1, 1999 (final report) State Board of Community Colleges Improved accountability measures in the current annual program review standards S.L. 1998-212, sec. 10.5
RECEIVED Due date: From: Description: Chapter:	February 1, 1999 State Board of Community Colleges Report on plan developed for an efficient and effective technology and management information system S.L. 1998-212, sec. 10.6
RECEIVED Due date: From: Description: Chapter:	<i>February 15, 1999</i> <i>State Board of Education</i> <i>Report on the progress of implementation of the teacher remediation provisions of the Excellent Schools Act (Teacher Competency Assurance in areas of certification or classroom management skills).</i> <i>S.L. 1997-221, sec. 3(c)</i>

March 1999

RECEIVED Due date: From: Description: Chapter:	March 1, 1999 (annually) State Board of Community Colleges Expenditures for the New and Expanding Industry Program S.L. 1997-443, sec. 9.5, G.S. 115D-5(I)
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Reports to EO

Reports to
Joint Legislative Education Oversight Committee

March 1999 (Continued)

Due date: From: Description:	March 1, 1999 State Board of Community Colleges and State Board of Education Study the existing policies for cooperative high school education programs S.L. 1998-212, sec. 10.7
Due date: From: Description:	March 1, 1999 Interagency Coordinating Council Review of system for delivery of early intervention services to children ages birth through five S.L. 1998-212, sec. 12.32A
RECEIVED	
Due date: From: Description: Chapter:	March 1, 1999 (annually) Board of Governors Supply and demand of school administrators G.S. 116-74.21
RECEIVED	
Due date: From: Description: Chapter:	March 15, 1999 State Board of Education Development of new Uniform Education Reporting System and SIMS S.L. 1998-212, sec. 9.26
RECEIVED	
Due date: From: Description: Chapter:	March 31, 1999 (annually) UNC Board of Governors Report on decisions and directives to the special responsibility constituent institutions. G.S. 116-30.6

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Reports to
Joint Legislative Education Oversight Committee

April 1999

Due date: From: Description: Chapter:	April 1, 1999 State Board of Community Colleges, State Board of Education, Board of Governors and Dept. of Commerce Hospitality and tourism job training programs offered by the community colleges S.L. 1998-212, s. 10.10
Due date: From: Description: Chapter:	April 1, 1999 DHHS, State Board of Education Board of Governors and representatives of Burke, Guilford, Wake and Wilson local education agencies Collaborative effort to improve academic programs at residential schools S.L. 1998-212, sec. 12.3C
RECEIVED Due date: From: Description: Chapter:	April 15, 1999 Board of Governors to the GA UNC equity funds/capital facilities S.L. 1998-212, sec. 11.4

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Reports to EO

Reports to
Joint Legislative Education Oversight Committee

May 1999

RECEIVED Due date: From: Description: Chapter	May 1, 1999 State Board of Education Feasibility of delaying the start of the school day S.L. 1998-202, sec. 20
RECEIVED Due date: From: Description: Chapter	May 1, 1999 State Board of Education Ways for the State to provide an alternative educational program for any suspended or expelled student S.L. 1998-202, sec. 32
RECEIVED Due date: From: Description: Chapter:	May 1, 1999 State Board of Education Analysis of whether school systems supplanted Small School Supplemental Funding S.L. 1998-212, sec. 9.27
RECEIVED Due date: From: Description: Chapter	May 15, 1999 DPI Identify barriers that prevent local boards of education from providing year-round schools for all grades S.L. 1998-133
Due date: From: Description: Chapter:	May 15, 1999 (annually through 2001) Board of Governors Progress of students in the Legislative College Opportunity Act pilot program S.L. 1993-769, sec. 17.14

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Reports to
Joint Legislative Education Oversight Committee

June 1999

RECEIVED	
Due date:	June 15, 1999 (annually)
From:	State Board of Community Colleges
Description:	Report on expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs.
Chapter:	G.S. 115D-5(j)

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Reports to EO

Reports to
Joint Legislative Education Oversight Committee

September 1999

RECEIVED Due date: From: Description: Chapter:	September 1, 1999 State Board of Education and Board of Governors Statewide lateral entry teacher licensure program S.B 1125, sec. 18
RECEIVED Due date: From: Description: Chapter:	September 15, 1999 State Board of Education Evaluation of the educational and technical components of computer-based technology programs (ExplorNet pilot program). S.L. 1997-443, sec. 8.24(f)
RECEIVED Due date: From: Description: Chapter:	September 15, 1999 State Board of Education Evaluation of pilot programs for computer network administration S.L. 1997-443, sec. 8.40(e)
RECEIVED Due date: From: Description: Chapter:	Before implementation State Board of Education Differentiated diplomas S.L. 1999-237, sec. 8.31

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Reports to
Joint Legislative Education Oversight Committee

October 1999

RECEIVED	
Due date: From: Description: Chapter:	October 1, 1999 (annually) State Board of Community Colleges Expenditures for the New and Expanding Industry Program S.L. 1997-443, sec. 9.5 G.S. 115D-5
Due date: From: Description: Chapter:	October 1, 1999 (annually) Board of Governors Report on the progress of private and State- operated medical schools and State- operated health professional schools to increase graduates in primary care. (1995) Ch. 507, sec. 23A.5(d)
RECEIVED	
Due date: From: Description: Chapter:	October 1, 1999 (annually) State Education Assistance Authority Information concerning aid to students attending private colleges S.L. 1999-237, sec. 10; G.S. 116-19
RECEIVED	
Due date: From: Description: Chapter:	October 1, 1999 (Quarterly til 7/1/00) State Board of Education Plans and resources for implementing student accountability standards. S.L. 1999-317 (S942)

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Reports to EO

Reports to
Joint Legislative Education Oversight Committee

October 1999 (Continued)

RECEIVED	
Due date: From: Description:	October 1, 1999 (final report) State Board of Education Local programs using teacher assistant funds to reduce class size or teacher-student ratio in K-3 (1995) Ch. 452, sec 25(b)
RECEIVED	
Due date: From: Description:	October 15, 1999 (annually) State Board of Education Continued implementation of the ABC's plan including composition and activity of assistance teams, schools that received incentive awards, schools identified as low-performing, etc. S.L. 1997-18, sec. 15(a), G.S. 115C-12(25)
<i>NOTE: To be combined with following report.</i>	
RECEIVED	
Due Date: From: Description:	<i>October 15, 1999 (annually)</i> <i>State Board of Education</i> <i>Report on the implementation of the Teacher Competency Assurance provisions (general knowledge test for certified staff in low-performing schools and a plan to provide certified substitutes when teachers are absent for remediation), as a part of the required reports on the implementation of the School-Based Management and Accountability Program (ABC's).</i> <i>S.L. 1997-221, sec. 3(f)</i>
<i>NOTE: To be combined with prior report.</i>	

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Reports to EO

Reports to
Joint Legislative Education Oversight Committee

November 1999

Due date: From: Description: Chapter:	November 1, 1999 State Board of Community Colleges Program efficiency (review of classes to be terminated or consolidated) S.L. 1997-443, sec. 9.8
Due date: From: Description: Chapter:	November 15, 1999, AND before selecting pilots State Board of Education Development of accountability model for ABC's Pilot Program S.L. 1999-237, sec. 8.36
Due date: From: Description: Chapter:	November 15, 1999 (preliminary) State Board of Community Colleges & State Board of Education Cooperative H.S. Education Program accountability S.L. 1999-237, sec. 9.1

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Reports to EO

Reports to
Joint Legislative Education Oversight Committee

December 1999

Due date: From: Description: Chapter:	December 1, 1999 (annually) NC Teaching Standards Commission Report on activities and recommendations for improving the teaching profession. G.S. 115C-295.2(c)
Due date: From: Description: Chapter:	December 1, 1999 (annually) N.C. Standards Board for Public School Administration Board's activities during proceeding year with any recommendations and findings regarding improvement of the profession of public school administration. G.S. 115C-290.5
Due date: From: Description: Chapter:	December 1, 1999 (annually) DPI Results of each county school system's receipts from the sale of seized vehicles and costs for administering the DWI motor vehicle forfeiture law. S.L. 1998-182, s. 38
Due date: From: Description: Chapter:	December 1, 1999 Board of Governors Faculty salaries S.L. 1999-237, sec. 10.20

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Reports to EO

Reports to
Joint Legislative Education Oversight Committee

December 1999 (Continued)

Due date: From: Description: Chapter:	December 15, 1999 State Board of Education Survey of local school administrative units to assess recruitment and retention of ESL certified teachers S.L. 1999-237, sec. 8.10 (report date 3/15/00) S.L. 1998-212, sec. 9.20
Due date: From: Description: Chapter:	December 15, 1999 State Board of Education Computation of HS dropout rates S.L. 1999-257
Due date: From: Description: Chapter	December 15, 1999 (annually until 2005) Board of Governors Enrollment planning S.L. 1999-237, sec. 10.8
Due date: From: Description: Chapter:	Before spending State Board of Education Funds for H.S. exit exam S.L. 1999-237, sec. 8.20

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Reports to EO

Reports to
Joint Legislative Education Oversight Committee

January 2000

Due date: From: Description: Chapter:	January 1, 2000 State Board of Education School transportation for students with special needs S.L. 1999-237, sec. 8.24
Due date: From: Description: Chapter:	January 1, 2000 State Board of Education Pilot program putting communication devices on buses S.L. 1999-275
Due date: From: Description: Chapter:	January 1, 2000 (quarterly til 7/1/00) State Board of Education Plans and resources for implementing student accountability standards. S.L. 1999-317 (S942)
Due date: From: Description: Chapter:	January 15, 2000 (annually) State Board of Community Colleges Report on expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs. G.S. 115D-5(j)

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Reports to EO

Reports to
Joint Legislative Education Oversight Committee

February 2000

Due date: From: Description: Chapter:	Feb. 15, 2000 - before Short Session State Board of Education Fiscal impact of charter schools on LEAs S.L. 1999-237, sec. 8.28
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March 2000

Due date: From: Description: Chapter:	March 1, 2000 (annually) Board of Governors Supply and demand of school administrators G.S. 116-74.21
Due date: From: Description: Chapter:	March 1, 2000 (annually) State Board of Community Colleges Implementation of performance budgeting S.L. 1999-237, sec. 9.2
Due date: From: Description: Chapter:	March 1, 2000 (annually) State Board of Community Colleges Expenditures for the New and Expanding Industry Program S.L. 1997-443, sec. 9.5, G.S. 115D-5(I)
Due date: From: Description: Chapter:	March 5, 2000 State Board of Education Evaluation of mentor teacher program S.L. 1999-237, sec. 8.22 (report date was before short session) S.L. 1998-212, sec. 9.3

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Reports to EO

Reports to
Joint Legislative Education Oversight Committee

March 2000 (Continued)

Due date: From: Description: Chapter:	March 15, 2000 - Prior to Short Session State Board of Education Qualifications of teachers in alternative learning programs S.L. 1999-237, sec. 8.25
Due date: From: Description: Chapter:	March 15, 2000 State Board of Education ABC's Pilot Program S.L. 1999-237, sec. 8.36
Due date: From: Description: Chapter:	March 31, 2000 (annually) UNC Board of Governors Report on decisions and directives to the special responsibility constituent institutions. G.S. 116-30.6

April 2000

Due date: From: Description: Chapter:	April 1, 2000) Board of Governors Prepaid tuition plans and college savings plans S.L. 1999-237, sec. 10.21
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Reports to EO

Reports to
Joint Legislative Education Oversight Committee
April 2000 (Continued)

Due date: From: Description: Chapter:	April 1, 2000 (quarterly til 7/1/00) State Board of Education Student accountability standards and plans and resources for implementing them. S.L. 1999-317 (S942); S.L. 1999-237, sec. 8.17 (due before short session)
Due date: From: Description: Chapter:	April 15, 2000 State Board of Education School size and student behavior and performance S.L. 1999-237, sec. 8.33
Due date: From: Description: Chapter:	April 15, 2000 (final report) State Board of Community Colleges & State Board of Education Cooperative H.S. Education Program accountability S.L. 1999-237, sec. 9.1
Due date: From: Description: Chapter:	April 15, 2000 State Board of Community Colleges Adult Education Program/Review S.L. 1999-237, sec. 9.8
Due date: From: Description: Chapter:	April 15, 2000 Board of Governors Funds for campus assessments/enrollment planning/ improved faculty instruction/facilities management support S.L. 1999-237, sec. 10.8

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Reports to
Joint Legislative Education Oversight Committee
May 2000

Due date: From: Description: Chapter:	May 1, 2000 (preliminary report) subsequent reports at least biennially Board of Governors Evaluation of distance education programs S.L. 1998-212, sec. 11.7
Due date: From: Description: Chapter:	May 1, 2000 (annually) State Board of Education Use of low-wealth funds for Level I or II students; whether counties supplanted S.L. 1999-237, sec. 8.5
Due date: From: Description: Chapter:	May 1, 2000 (annually) State Board of Education Use of small school funds for Level I or II students; whether counties supplanted S.L. 1999-237, sec. 8.6
Due date: From: Description: Chapter:	May 1, 2000 Community Colleges System Office & Employment Security Commission Proposed expenditure of ESC training & employment funds S.L. 1999-237, sec. 9.11
Due date: From: Description: Chapter:	May 1, 2000 Community Colleges System Office, Department of Commerce, & Employment Security Commission Options for delivery of workforce training S.L. 1999-237, sec. 9.11

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Reports to
Joint Legislative Education Oversight Committee

May 2000 (Continued)

Due date: From: Description: Chapter:	May 15, 2000 (annually through 2001) Board of Governors Progress of students in the Legislative College Opportunity Act pilot program S.L. 1993-769, sec. 17.14
Due date: From: Description: Chapter:	Before Short Session Legislative Study Commission on Job Training Programs [May] report on continuation, modification, termination, or expansion of programs. S.L. 1999-395 (H163)

June 2000

Due date: From: Description: Chapter:	June 15, 2000 (annually) State Board of Community Colleges Report on expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs. G.S. 115D-5(j)
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Reports to
Joint Legislative Education Oversight Committee

July 2000

Due date: From: Description: Chapter:	July 1, 2000 (final report) State Board of Education Plans and resources for implementing student accountability standards. S.L. 1999-317 (S942)
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October 2000

Due date: From: Description: Chapter:	October 1, 2000 (annually) State Education Assistance Authority Aid to students attending private colleges S.L. 1998-212, s. 11; S.L. 1999-237, sec. 10; G.S. 116-19
Due date: From: Description: Chapter:	October 1, 2000 (annually) Board of Governors Report on the progress of private and State- operated medical schools and State- operated health professional schools to increase graduates in primary care. (1995) Ch. 507, sec. 23A.5(d)

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Reports to EO

Reports to
Joint Legislative Education Oversight Committee

October 2000 (Continued)

Due date: From: Description:	October 15, 2000 State Board of Education Report on whether administering a standardized test at the end of 2 nd grade rather than at the beginning of 3 rd grade is a more reliable measure of academic growth (based on information from 12 pilot schools) S.L. 1998-212, sec. 9.15
Due date: From: Description:	October 15, 2000 (annually) State Board of Education Continued implementation of the ABC's plan including composition and activity of assistance teams, schools that received incentive awards, schools identified as low-performing, etc. S.L. 1997-18, sec. 15(a), G.S. 115C-12(25)
Due Date: From: Description:	<i>October 15, 2000 (annually)</i> <i>State Board of Education</i> <i>Report on the implementation of the Teacher Competency Assurance provisions (general knowledge test for certified staff in low-performing schools and a plan to provide certified substitutes when teachers are absent for remediation), as a part of the required reports on the implementation of the School-Based Management and Accountability Program (ABC's).</i> <i>S.L. 1997-221, sec. 3(f)</i>

- Studies in italic are from the Excellent Schools Act of 1997.
- Studies in bold are from the 1999 Session.

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Reports to
Joint Legislative Education Oversight Committee

December 2000

Due date: From: Description: Chapter:	December 1, 2000 annually) NC Teaching Standards Commission Report on activities and recommendations for improving the teaching profession. G.S. 115C-295.2(c)
Due date: From: Description: Chapter:	December 1, 2000 (annually) N.C. Standards Board for Public School Administration Board's activities during proceeding year with any recommendations and findings regarding improvement of the profession of public school administration. G.S. 115C-290.5
Due date: From: Description: Chapter:	December 1, 2000 (annually) DPI Results of each county school system's receipts from the sale of seized vehicles and costs for administering the DWI motor vehicle forfeiture law. S.L. 1998-182, s. 38
Due date: From: Description: Chapter:	December 15, 2000 (annually until 2005) Board of Governors Enrollment planning S.L. 1999-237, sec. 10.8

- Studies in italic are from the Excellent Schools Act of 1997.
- Studies in bold are from the 1999 Session.

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11/04/99

Reports to EO

Reports to
Joint Legislative Education Oversight Committee

January 2001

Due Date: From: Description: Chapter:	January 1, 2001 (biennially) Commission on School Technology Modifications to the State school technology plan S.L. 1997-443, s. 8.26(b) codified as G.S. 115C-102.6B
Due date: From: Description: Chapter:	January 15, 2001 (annually) State Board of Community Colleges Report on expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs. G.S. 115D-5(j)
Due date: From: Description: Chapter:	Before 2001 Session Legislative Study Commission on Job Training Programs [May] report on continuation, modification, termination, or expansion of programs. S.L. 1999-395, Part XIV (HB 163)

- Studies in italic are from the Excellent Schools Act of 1997.
- Studies in bold are from the 1999 Session.

21

Reports to
Joint Legislative Education Oversight Committee

October 2001

Due date: From: Description: Chapter:	October 15, 2001 (annually) State Board of Education ABC's Pilot Program S.L. 1999-237, sec. 8.36
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January 2002

Due date: From: Description: Chapter:	January 1, 2002 State Board of Education Charter school evaluation S.L. 1999-27
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November 2002

Due date: From: Description: Chapter:	November 15, 2002 State Board of Education Effect of Dropout Prevention/Drivers License on dropout rate & progress toward graduation S.L. 1997-507, sec. 7 (HB 769)
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- Studies in italic are from the Excellent Schools Act of 1997.
- Studies in bold are from the 1999 Session.

22

Community College Faculty Salary Proposal Issues for Discussion

Total funding required to meet benchmark, as calculated by consultant and system

- Based on difference between NC average and benchmark
- Multiplied by 6,383 instructional units generated in the funding formula
- Add fringe benefit costs (SS and retirement)

Actual number of full-time faculty is 4,679

Phase-in proposal

- Which benchmark?
- Average salary calculation – 9/10 month contact equivalent vs. other?
- Base funding on allotted units or actual employment?
- Implementation through local flexibility
 1. Lack of salary schedule
 2. Lack of minimum salary
- Incentives (i.e. retain recent hires)
- Accountability
- Impact on other budget requests – enrollment growth, summer term instruction, occupational continuing education

Impact of salary proposal on amount required for enrollment growth/other requests

- Expansion request for enrollment may not need to be increased – it depends on the actual number of new full-time faculty hires and the average salary
- Increasing faculty salaries should increase the amount funded per teaching unit, but it depends on how the formula ratios are handled
- If the unit value is increased, the requests for funding parity in summer term and occupational continuing education will increase.

Community College Enrollment Formula

1. FTE Enrollment
2. Apply ratios (faculty/student)
3. Generates teaching units (full-time faculty)
4. Apply unit value (average faculty salary)
5. Determine allotment

In practice, actual faculty/student ratios, number of FT faculty and average salary don't match formula because of local flexibility.

Instructional Support

The Committee reviewed staffing patterns and needs for professional support positions for public schools. In presentations on school nurses, guidance counselors, and school social workers, the Committee heard from professional groups that staffing levels are inadequate, and that additional staffing would improve student outcomes.

The Committee also noted that all of these positions are funded from a categorical allotment entitled "Instructional Support." The State provides one guaranteed position (the State pays the salary and benefits for the person employed) for each 200.1 students in the school system. The local education agency (LEA) then determines which types of professionals to hire and how to allocate them among the schools.

To recommend hiring more guidance counselors or more school nurses would have the effect of reducing the LEAs' flexibility to choose and allocate resources to meet their specific needs. Therefore, the Committee recommends that the General Assembly consider the need for more instructional support personnel and increase the positions allotted for that category if funds are available. The General Assembly should determine if these additional resources should be allocated on the same per pupil basis as current practice, or if any additional positions should be targeted to LEAs with higher proportions of at-risk students.

*Level I or II,
Health Needs*

STATE BOARD OF EDUCATION: PROPOSED LEGISLATION

PROBLEM # 1: Law requires revision of each component of standard course of study once every five years. This year, the math curriculum and the corresponding EOG's have been revised. The result is that the EOG's will take this year and next year to be renormed – and ABC's results won't be available until the fall. In two years, the English and reading curriculum and tests will be revised and, again, it will take two years of renorming the tests.

SUGGESTED SOLUTIONS:

- Allow more time for the procedure for identification of low-performing schools, along with corresponding procedures for dealing with personnel (especially the principal).
- Allow ABC's awards to be distributed later in the Fall.

PROBLEM # 2: Since ABC's was put in place, the number of EOC tests has increased from five to 10. There also is a competency test in 9th grade, which soon will be replaced with the exit exam. In addition, the Board developed a 10th grade comprehensive test to measure growth in reading and math between 8th and 10th grade. The latter was an attempt to make the high school model comparable to the elementary model, which measures growth for each student from one year to the next. All but the comprehensive test are included in the Board's student promotion gateways. There is growing dissatisfaction with the amount of required testing. The Board is thinking about eliminating the comprehensive test.

SUGGESTED SOLUTIONS:

- Amend language to provide that schools can be identified as low-performing on the basis of growth OR gains.
- Delete language requiring Board to develop EOC tests for each of the minimum courses required for UNC admission.

PROBLEM # 3: The need for additional mentoring and instructional guidance or leadership. Current law requires National Board certified teachers to spend at least 70% of their time in classroom instruction in order to receive the additional pay. Some would like to see these teachers have time to do other things to improve the instruction and learning in the school. Mentors are only provided for initial licensed teachers in their first and second years. The qualifications for mentors are minimal, if not nonexistent.

SUGGESTED SOLUTIONS:

- Allow NBPTS teachers to receive additional pay if they spend at least 50% of their time in classroom instruction and of the remaining time, at least 20% must be spent in providing instructional leadership, mentoring, or working with poorly performing teachers. No more than 30% of their time could be spent in an administrative capacity.
- Provide mentors for all initially licensed teachers during their 1st and 2nd years and, if they are required to resubmit components of their performance-based product, during their 3rd year.

- Allow LEAs to spend mentor dollars more flexibly, according to a locally approved plan, by allowing them to pay mentors serving more than one teacher, employ mentor teams, or employ retired teachers as mentors.

PROBLEM # 4: Shortage of instructional support personnel and school administrators.

SOLUTION:

- Expand retired teacher employment provision to include school administrators and instructional support personnel.

PROBLEM # 5: Board no longer contracts with College Board for PSATs that are provided for 8th – 10th graders. Board no longer accredits schools.

SOLUTION:

- Delete those provisions from statute.

PROBLEM # 6: DPI only reviews school facilities construction and renovation projects. The assumption is that federal laws, State Building Code (Department of Insurance requirements), and local zoning requirements are in place to protect safety, etc. In 1999, the General Assembly amended the Dept of Insurance laws to exempt projects under 10,000 square feet.

SOLUTION:

- Require LEAs to consider DPI's comments of its review as to "structural and functional soundness, safety and sanitation."

PROBLEM # 7: State's special education law is somewhat outdated and does not conform to federal law.

SOLUTION:

- Amend State's special education laws to conform to federal law and, in some cases, to allow Board to have procedures, policies and definitions that may exceed federal requirements. This would also narrow State law in at least two instances.

Testimony to the Joint Legislative Committee on Education Oversight
Mike McLaughlin
N.C. Center for Public Policy Research
Jan. 16, 2001

Thank you for the opportunity to address the Education Oversight Committee. For those of you who don't know me, my name is Mike McLaughlin, and I am the editor of *North Carolina Insight*, the magazine of the North Carolina Center for Public Policy Research. We devoted a theme issue of our magazine to issues affecting Children with Special Needs in North Carolina, and it is our work on this topic that brings me before you today.

I want to congratulate all of you on your successful campaigns for re-election in November. Some of you who helped with *Insight* are on this committee, especially Representative Gene Rogers. Others, such as Senator Charlie Dannelly, Senator Jeanne Lucas, and Representative Flossie Boyd-McIntyre, provided leadership on the legislature's study commission on Children with Special Needs, where we also were asked to present this testimony. We are also pleased to recognize Senator Fletcher Hartsell, who served on the Center's Board of Directors, and eight other legislators on this committee who are Center members, such as Senator Howard Lee and Representatives Verla Insko and Jean Preston.

So we are already familiar to some of you. But for others, we might be unfamiliar, so I want to tell you a little about the N.C. Center for Public Policy Research and how we go about our work.

The Center is a nonpartisan, nonprofit research group with a Board of Directors designed to mirror the population of North Carolina in terms of race, gender, geography, and political party affiliations. We are not part of state government but an independent

nonprofit that bases its analysis on research instead of ideology. Where the research suggests a solution to a pressing public policy problem, we sometimes make recommendations as to how state government can better serve the people of this state. Besides publishing *Insight*, we also publish book-length research reports and a citizens' guide to the legislature called *Article II*. In *Insight*, we attempt to combine the thoroughness of academic research with the readability of good journalism, but our work is far different from what you might find in the newspaper back in your home district.

One big difference is that all of our work is subject to a review process prior to publication. The Review Committee usually consists of five to six Center Board members and about 25 others with expertise in the field under study. We circulate drafts for four reasons: (1) to hone our analysis of public issues; (2) to check for factual accuracy; (3) to be sure we've been fair to all sides of an issue; and (4) as a courtesy to those affected by our research.

This is a thorough process, and I wanted you to be aware of it because review helps us provide a well-reasoned and more thorough final product. Some of you served on the Review Committee for this issue on children with special needs, and we thank you for that. Others of you will be called on to review articles in the future, and we hope you will participate. All told, we spent more than a year on this issue concerning children with special needs, and I hope the end result of all this work will be helpful to you today.

The Center has a long-standing interest in how children with special needs are educated and served. In fact, our director, Ran Coble, served on the legislative staff in the Fiscal Research Division in the early 1970s and was the draftsman for the state Equal Education Opportunities Act, which gave children with special needs the state right to an

education before the federal requirement was enacted. This legislation was the predecessor of “the Creech Bill” that brought North Carolina in compliance with the 1975 federal Education for the Handicapped Act that requires states to provide children a “free and appropriate public education” in the “least restrictive environment.”

Today, you have invited us to testify regarding three specific areas of interest to this committee. They are: (1) first, the number and cost of educating and serving children with special needs in state institutions compared to those educated and served in community-based settings; (2) second, the requirement to include special needs children in state accountability testing and in the reporting of test results; and (3) third, training, recruitment, and retention of special education teachers.

You also have invited us to address other issues we uncovered in our research concerning children with special needs, so we'll also cover what we learned with respect to: (4) fourth, the amount of time it takes to resolve disputes involving the educational placement of special needs children; (5) fifth, discipline for special education students and the tension between the state's zero tolerance approach to discipline problems in the schools and the federal mandate to keep all children with special needs in school; (6) sixth, concerns about whether minorities are over-represented in special education classrooms; (7) seventh, gaps in spending between rural and urban schools and between rich and poor school districts; and (8) eighth, the state cap on the percentage of students who can receive state funding and issues concerning the cost of educating children with special needs.

1. The Center's Research on Number of Clients and Costs of State Institutions Compared to Community-Based Programs

I want to start by sharing with you our research findings on the number of clients and the costs of educating and serving children with special needs in state institutions compared to the cost of educating and serving these children in community-based programs. In 1984, the Center first published research in *Insight* on the cost of serving clients in state institutions compared to community-based programs. Then in 1998, the Center published a follow-up study on children with special needs.

I'd like to share with you some of our findings from that edition of *North Carolina Insight*. Where possible, we like to build on past research. We saw such an opportunity in our research comparing the numbers and cost of serving children who received services in state institutions compared to community-based settings. In 1984, the Center found that 65 percent of the state's funding for mental health, mental retardation, and substance abuse services was being spent on state institutions while 85 percent of the clients were then being served at the community level.

While most children with special needs receive services in the public schools, there also are children with mental and physical disabilities who are served in residential institutions. These include the four regional psychiatric hospitals, two schools for emotionally disturbed children, five youth training schools, three schools for the deaf, and the Governor Morehead School for the Blind. The Center looked at the cost of serving children outside the public school setting and found an imbalance of state funds going to these state institutions compared to community-based institutions.

***Mental Health:** In the mental health system, for example, 57 percent of the funding is spent on state institutions serving 7 percent of the clients. Yet community mental health programs – while serving *93 percent* of the clients – receive only *43 percent* of the \$1.4 billion spent for mental health services through the Division of Mental Health, Developmental Disabilities, and Substance Abuse Services in the N.C. Department of Health and Human Services. The number of people served by community mental health programs grew *3,400 percent* from 8,196 in 1960-61 to 277,943 in 1996-97, a period in which the state's population grew by only 61 percent. In 1960-61, 26 percent of all people served by public mental health, developmental disability, or substance abuse services were served in community-based programs. By 1996-97, 93 percent of clients were served in the community. Meanwhile, the number of persons receiving care in state-operated facilities actually dropped during the 36-year period – from 23,327 in 1960-61 to 20,979 in 1996-97.

***Youth Services:** In youth services, 45 percent of the funding goes to training schools serving less than 4 percent of the youth. Five training schools account for 44.6 percent (\$40.1 million) of the budget of what was then the Division of Youth Services, compared to the 43.3 percent share (\$38.9 million) allocated for community alternative programs. But training schools house only 3.4 percent (1,930) of the 56,344 juvenile offenders served during the course of the year. The vast majority of youth (48,000) are served in community alternative programs.

***Schools for the Deaf:** Seventy-eight percent of the Division of Services for the Deaf and Hard of Hearing's \$28.1 million budget goes to North Carolina's three schools for the deaf, which serve less than a third of the state's hearing-impaired students. For

each K-12 student at these schools, the cost is \$40,472 to \$42,159 annually. However, the N.C. Department of Public Instruction says the average cost of educating a hearing-impaired student in the public schools is far lower.

***School for the Blind:** The price tag for educating one of the 100 residential students at the Governor Morehead School for the Blind is estimated at \$21,070 annually, exclusive of residential costs. While that's less than the cost of educating a student at a residential school for the deaf, it still greatly exceeds the cost for the 572 visually impaired students in the public schools.

Now some of this higher cost has to do with the severity of the disability and thus some of the cost difference may be justified, but the high percentage of funds going to state institutions serving declining populations is getting to be a bigger and bigger issue.

And as I mentioned before, when the Center finds a solution to a pressing public policy problem, we make recommendations for change. In this case, we did not recommend closing any state institutions, but as your Co-chairs, Senator Howard Lee and Representative Gene Rogers, and other committee members are no doubt aware, State Auditor Ralph Campbell has. He recommended in April 2000 that the state shut down at least one and possibly two of the state schools for the deaf, citing declining enrollments and increasing operating costs. The Central North Carolina School for the Deaf in Greensboro is one school in particular that has been singled out for rising expenses and declining enrollments. Earlier, in 1993, the General Assembly's own Government Performance Audit Committee had recommended that one or all of the three schools for the deaf in Morganton, Greensboro, and Wilson be closed.

2. The Federal Requirement To Include Special Needs Children in State Accountability and Testing Programs

Another topic on which the Center was invited to testify today is the federal requirement to include special needs children in state accountability and testing programs. The policy question is whether the state incentives for improved performance in the current state ABCs plan discourage including children with special needs in testing for progress in the Standard Course of Study, or are children with special needs excluded out of fear they will drag down average test scores at individual schools? And if children with special needs are excluded, how does this square with the federal mandate that special needs children be included in standardized testing?

The fear that special needs children will be excluded from standardized testing was expressed well in our interview with the director of special education in Rockingham County, Ann Brady. Here's what she told us on the subject: "The new high school standards are in direct conflict with the needs of special education kids. Special education kids who are trying to get a diploma want and need to take these tests, but they will pull the scores down. When teachers and administrators realize that this will cost them money and possibly their jobs, they will counsel the special education students not to take the standard course of study. And that is not in the special education kids' best interests."

There have already been a few cases of schools excluding high numbers of special needs students from testing and then posting high average scores in the ABC testing program. Yet including special needs children in the program where at all possible and

reporting their progress is the best way to assure that these children get the attention they need to fulfill the state policy spelled out in state and federal law – that all children can learn. The policy question for you to examine is, “How many special needs students currently are being excluded from end-of-grade tests and to what effect?” This is an issue that bears further examination by this committee.



3. Training, Recruitment, and Retention of Special Education Teachers

A third issue we were invited to discuss before this committee concerns the training, recruitment, and retention of special education teachers. Our research indicates this is a problem. North Carolina’s colleges and universities are not turning out enough teachers who are trained in the fields where the state faces the greatest needs. For example, the state’s largest program for producing special education teachers in the state – East Carolina University – in 1998 graduated only two prospective teachers who specialized in teaching behaviorally emotionally disabled children – a difficult and challenging group of children to teach. Now happily, there is a new program for training special education teachers coming on line in Senator William Martin’s district at the University of North Carolina at Greensboro, and that will help some. But there is still a great need.

As Robert Sturey, director of special education services for the Guilford County Schools, recently pointed out, between 100 and 125 special education teachers graduate each year from state schools. Guilford County alone tries to hire between 75 and 85 special-education teachers each year.

Right now, there are many special education teachers deployed in the field teaching students they may not have been trained to teach, and many are deployed with only a provisional teaching license. And our interviews indicate that teachers trained in general education feel ill-equipped to recognize the less obvious disabilities that some students have and they feel unprepared to teach students with disabilities effectively.

At the root of the problem are two different issues -- money and training. At the time of our research, North Carolina had 8,617 special education teachers per 18.5 students. While this ratio may seem great compared to the 25 or 30-to-1 student-teacher ratios we encounter in the regular classroom, it really isn't. That's because special education students generally require much more individual attention and support. Of these special education teachers, more than 10 percent are working under provisional licenses to teach. And distribution across the state is uneven, with rural areas lacking some professionals altogether and even some urban areas such as Senator Charles Carter's Asheville, Senator Robert Rucho's Mecklenburg County, and Representative Warren Oldham's Forsyth County having trouble filling positions.

Special education jobs go begging in rural counties like Wayne and Craven in the east. Counties adjacent to urban areas -- such as Johnston and Franklin counties, next to Senator Eric Reeves' Wake County, and Senator Hartsell's Cabarrus County, next to Mecklenburg County -- have particular trouble filling positions due to competition from higher paying urban school systems. The special education teacher shortage is exacerbated by a wave of retiring teachers who now have been in the field 20 to 25 years, and by changes in the field that may be implemented without the training, personnel, and parental support required to make them effective. Fred Baars, the special programs

consultant to the N.C. Department of Public Instruction, describes the current situation as “dismal.” Marlene White, an assistant professor of special education at East Carolina University, told us she isn’t optimistic that the picture will get any brighter in the near future.

In addition to the problem of a short supply of special education teachers, there also is the question of how much training regular classroom teachers receive before teaching children with disabilities. The answer is, not much. Until the late 1980s, there was no requirement for general education teachers to have any competency in special education. Senate Bill 44, passed in 1988, now requires some coursework related to learning disabilities as part of a general education degree. However, graduates with only a general education certificate typically say the coursework has not prepared them to teach children with learning disabilities in the classroom.

The Excellent Schools Act passed in 1997 reinforces the requirement that teachers have competency in identifying and educating children with learning disabilities – those who bear the label LD. However, this still does not address the many students with disabilities other than LD.

Thus, the shortage of special education teachers and the training and funding issues that contribute to the shortage are certainly problems that deserve further consideration from this Committee.

4. The Center’s Research on Dispute Resolution in Special Education

A fourth issue we studied in *Insight* is the amount of time it takes to resolve disputes when parents and school officials disagree about the most appropriate

educational setting for a child with special needs. This is a complex area, but the bottom line is that we found that in 90 percent of cases in which a final decision is rendered, the Office of Administrative Hearings takes longer than federal law intends in deciding due process hearings. A due process hearing is a form of civil litigation that pits the parents of special needs children against educators in a dispute over how to best educate the child. It's important to resolve these cases quickly because the child is held in his or her current educational placement until the dispute is resolved.

Federal law sets a standard for resolving due process cases within 45 days of the request for a hearing, but we found that the Office of Administrative Hearings fails to meet this standard in 90 percent of the cases. In fact, these disputes often take more than a year to resolve. As hostilities mount, the child is caught in the middle, and that's not the best way to educate children. We recommend that the Office of Administrative Hearings take steps to meet the federal standard in the majority of cases, but we also think more needs to be done to resolve cases before the parties reach the point of suing each other.

Other Key Issues Affecting Children with Special Needs

Now as I mentioned before, we took a fairly comprehensive look at issues involving children with special needs. There are four other issues on the horizon that we wanted to call to the attention of this committee. Some of these areas represent conflicting goals or areas where the wishes of the state and the wishes of the federal government are in conflict, and some are around identification of and funding for special needs students.

5. One area where state and federal goals may conflict is in discipline for special education students, and this is the fifth issue we wanted to bring to the Committee's attention. The state's statutory preference is for safe schools – which can lead to expulsion or suspension of special needs students, but the federal preference is for keeping children with disabilities in school if the disciplinary problem is related to the child's disability. Again, there is a tension between state and federal goals, and this is an issue the committee may need to address in more depth.

6. A sixth issue raised by the Center and raised previously by Senators Lucas and Martin is the question of whether minority students are over-represented in special education classes, and if so, why? This question deserves your attention. 

7. Seventh, special education is yet another area in which there are gaps in spending between rural and urban schools and between rich and poor school districts. I know this is an area of concern to legislators from rural areas such as Representatives Gene Rogers, Monroe Buchanan, and Doug Yongue and Senators Walter Dalton and John Garwood. Thus, this committee may also want to look at whether special education services are being distributed equitably statewide.

8. Eighth and finally, as you know, the legislature has placed a cap of 12.5 percent on the proportion of students in a given school district for which the district can receive state funding for special education. There is no limit on the number of students who can

be identified as having special needs – only a limit on the number that can be funded by the state. As it now stands, 80 of North Carolina's 117 school districts are over this cap, meaning local school systems are getting no additional dollars for special education students identified in excess of the cap. Now, some kind of cap may be needed to help discourage school districts from over-identifying students as having disabilities in order to bring in extra funding. But the fact that 80 of 117 school systems currently are exceeding the cap -- despite the financial incentive to stay at or below it -- suggests the cap may be set too low.

* * *

These are eight of the many questions concerning children with special needs that may need a closer look from the Education Oversight Committee and a reauthorized legislative study commission.

What the Center recommends today is that this Committee recommend that the 2001 General Assembly reauthorize the Legislative Research Commission to study these eight issues in greater depth, particularly examining: (1) the numbers of children receiving services and the cost of educating students in residential institutions compared to community-based programs; and (2) complying with federal and state law regarding time limits in resolving disputes involving the educational placement of children with special needs.

In November, we testified before the Legislative Study Commission on Children with Special Needs, and they voted last week to ask for reauthorization to study most of the eight issues we raised today. We hope the Education Oversight Committee will add its voice to theirs by recommending that the 2001 General Assembly establish a study

commission to study these issues after the 2001 session, with a final report and recommendations made to the 2002 General Assembly.

* * *

I know these kinds of issues are important to everyone in this room, but sometimes we can all use a human reminder of why these issues are so important. To close, I'd like to share part of an essay that was written by a young student in the Rockingham County Schools, where educators have gone the extra mile to include special needs children in the regular classroom. The essay is called "Helping Friends," and it goes like this:

Hi, my name is James. I would like to tell you a story about one of the best friends I ever had. It all started on my first day in second grade. I was in Mrs. Rountree's classroom. When I first walked in the door, I saw a kid in a wheelchair. After a few minutes, Mrs. Rountree told us we had two special students named Jordan and Brandon. I was kind of scared meeting Jordan at first because I had never known anyone disabled before. Jordan was CP [cerebral palsy]. He doesn't talk or walk. He got the CP because he was born a little too early.

Mrs. Nance soon made a system where the boys would have partners. Sometimes when I was Jordan's partner, he liked to play and get off the topic. Mrs. Nance would come around and tell me to get him back on the subject. She also told me I should try to make him do as much as he could. One of the other things that I did with Jordan was being his lunch buddy. I really had to help him eat because he couldn't move his hands very well. I also helped Jordan in P.E. He did kind of

different things. Instead of sit-ups, he would do head-ups. Sometimes he and Brandon would have a race, and we would cheer them on.

I was in Jordan's class in third grade also. I was his peer helper. I still got to be his lunch buddy and work partner too.

I learned a lot those two years. I learned that even disabled children can do a lot of things and that you can't just laugh at kids because they are disabled. They can do a bunch of things. I also learned that disabled kids have to do different things sometimes and then the same things that we do at other times. I also made two good friends. Brandon has moved on to Eden School, but I will never forget him. Jordan is in the year-round school program, but I still get to see him some. At Christmas, his dad took me, Jordan, and another friend to Greensboro to lunch and a movie. My parents take me to visit Jordan in the summer.

I think that Jordan learned a lot from me too. He also learned that you can make a lot of friends, disabled and non-disabled. Jordan and I will be friends forever!

* * *

In doing our research on children with special needs, we at the N.C. Center for Public Policy Research learned a lot as well. That's why we appreciate this committee's willingness to consider some of the issues we've raised here today. Thank you very much for the opportunity to speak to you today.

Joint Legislative Education Oversite Committee

January 16, 2001

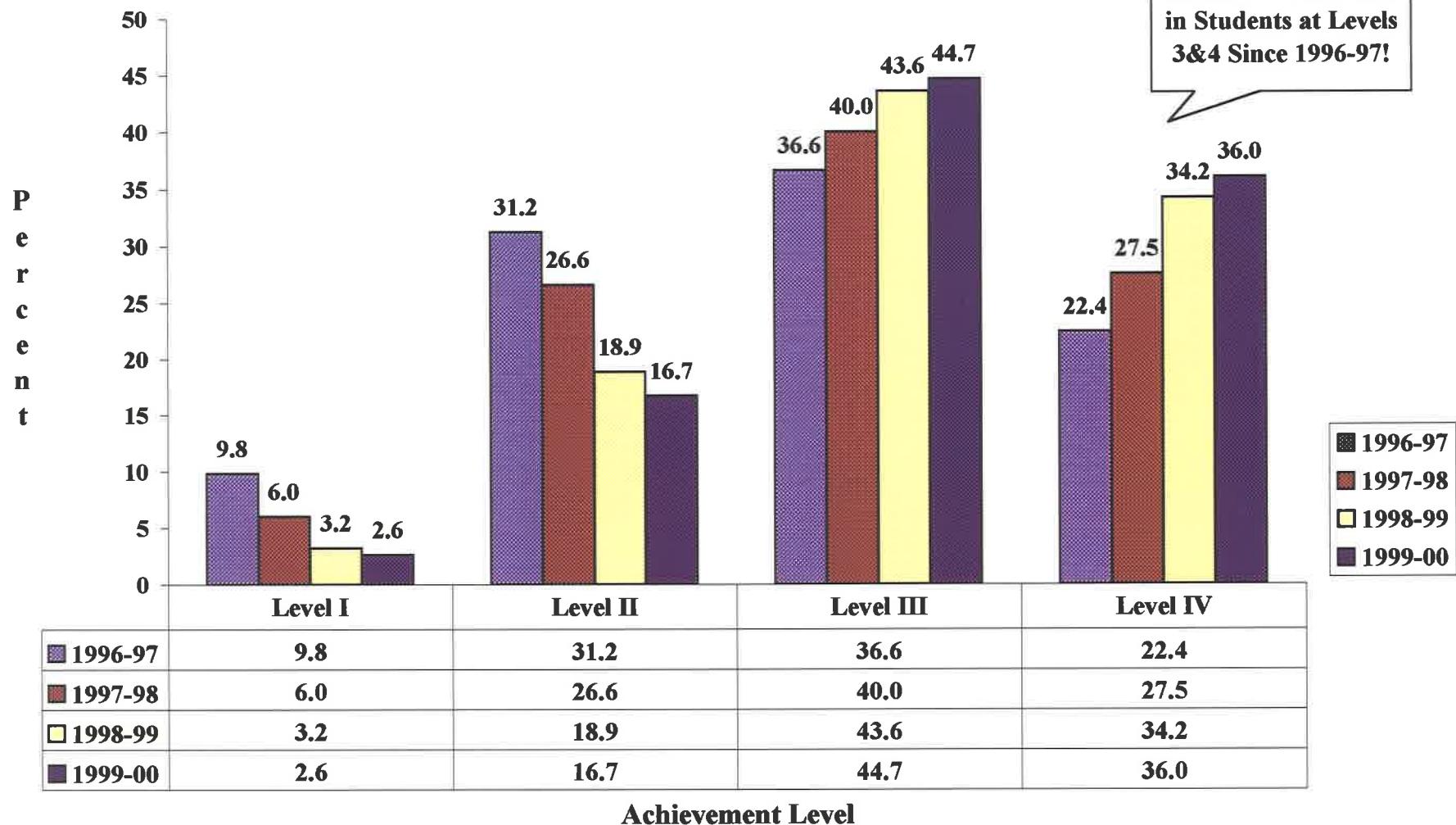
Wilson County Schools
Proficiency Standards Results
1997-2000



K-8 PROFICIENCY STANDARDS

Levels			
ELEMENTARY	Kindergarten	<p>Component I: Assessment--Students must successfully perform the following assessment activities.</p> <p>Reading, Mathematics, and Writing</p> <ol style="list-style-type: none"> 1. 80% of Concepts about print 2. 80% of Letter identification 3. 80% of Letter-sound association 4. 50% of Initial vocabulary list 5. 80% of Writing behaviors 6. 80% of Mathematics objectives 	
	First	<p>Component I: Assessment--Students must successfully perform the following assessment activities.</p> <p>Reading, Mathematics, and Writing</p> <ol style="list-style-type: none"> 1. 90% of Concepts about print 2. 90% of Initial vocabulary list 3. 80% of Writing behaviors 4. 80% of Mathematics objectives <p>Component II: Reading</p> <ol style="list-style-type: none"> 1. Read at Text Level 16, or 2. Text Level 12-15 plus all of Component I 	
	Second	<p>Component I: Assessment--Students must successfully perform the following assessment activities.</p> <ol style="list-style-type: none"> 1. 80% of Writing behaviors 2. 80% of Mathematics objectives <p>Component II: Reading</p> <p>Read at Text Level 20</p>	
	3-5	<p>Component I: Report Card--All students in Grades 3-5 must pass reading, writing, and mathematics.</p> <p>Component II: End-of-Grade Tests (Reading & Mathematics)</p> <p>All students in Grades 3-5 must score at Level III or greater to be promoted.</p> <p>Component III: Writing</p> <ol style="list-style-type: none"> 1. All Grade 3 students must master 80% of all writing behaviors. 2. Grade 4 students must receive a 2.5 or greater on the North Carolina Writing Test (with two opportunities in Grade 5 to pass). 	
MIDDLE	6-8	<p>Component I: Report Card</p> <p>Students must pass all four core area subjects (language arts, mathematics, social studies, and science) and must pass four out of five (80%) of the remaining subjects.</p> <p>Component II: End-of-Grade Tests (Reading & Mathematics)</p> <p>Students must score at Level III or IV in language arts and mathematics to be promoted.</p> <p>Component III: Writing</p> <p>Students must score a 2.5 or greater on Grade 7 North Carolina Writing test (with the opportunity to take the test twice in Grade 8).</p>	

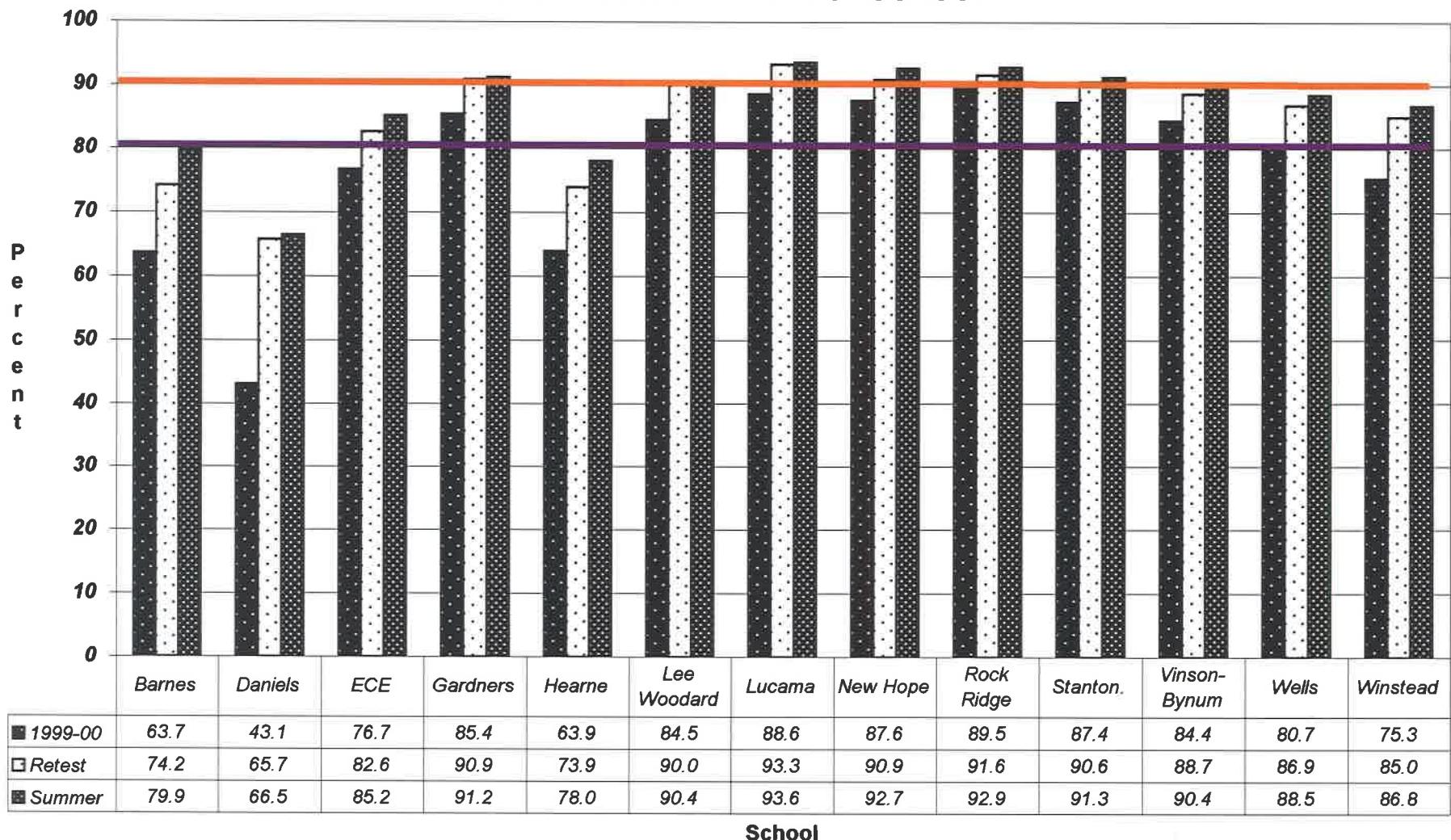
Four Year Analysis of Achievement Levels
Percentage of Students in Grade 3-8
Reading and Mathematics Combined



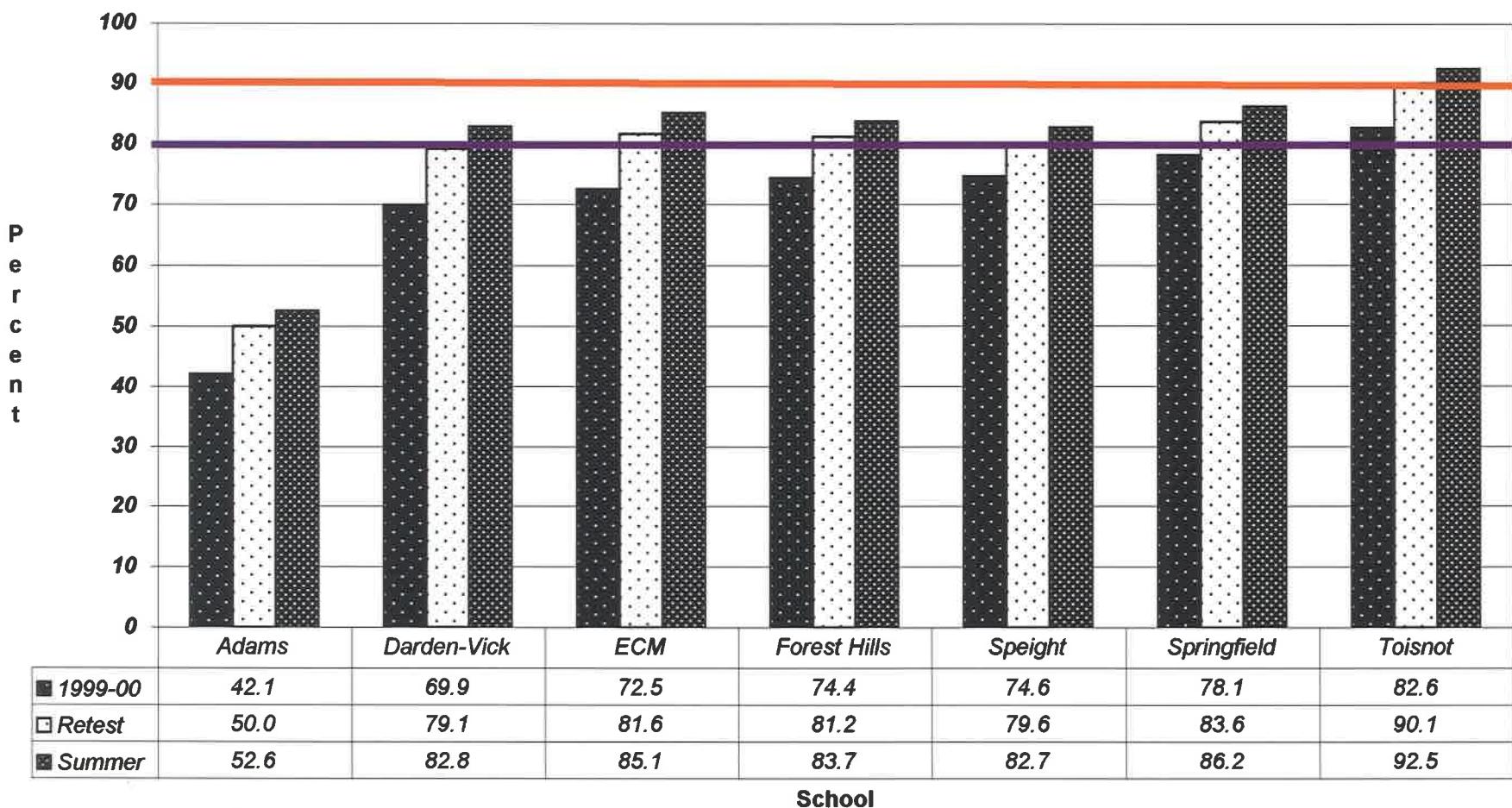
Note: Achievement Level III represents grade level proficiency

Composite Percentage 00

Percent At Above Grade Level
All Subjects
All Grades Combined
EOG - Retest - Summer School

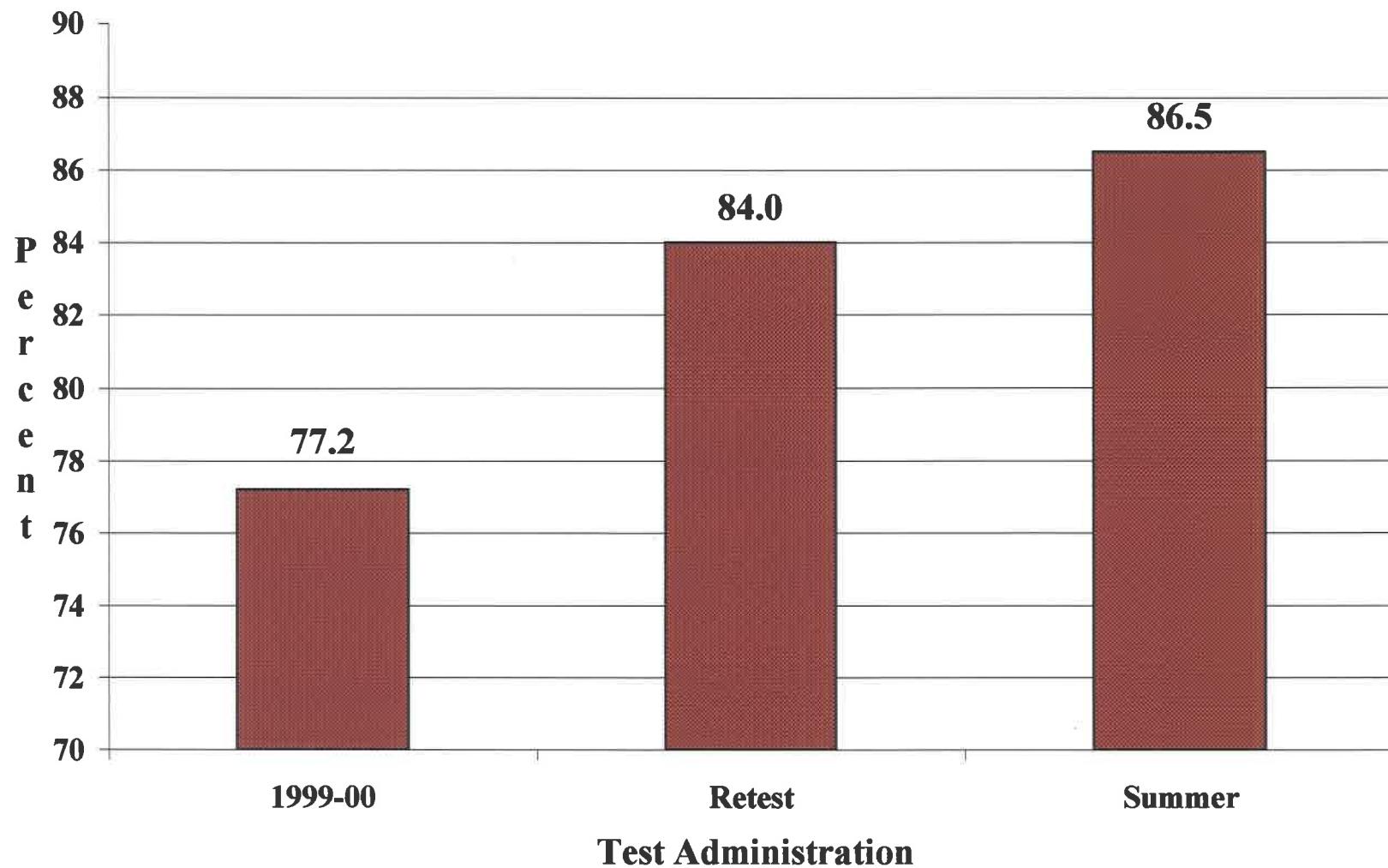


Percent At\Above Grade Level
All Subjects
All Grades Combined
EOG - RETEST - SUMMER SCHOOL



↓
 Alternative
 sch.

**EOG Percent At\Above Grade Level
for All Subjects and All Grades Combined**
Wilson County Schools



3-8 Grades
including writing scores

Wilson County Schools
Percent at Levels I and II for Grade 3
By Ethnicity and Gender

		<i>Reading</i>		
		<u>EOG 1999-00</u>	<u>Retest</u>	<u>Summer</u>
Ethnicity	Gender	0.0	0.0	0.0
		0.0	0.0	0.0
Asian	Female	0.0	0.0	0.0
	Male	0.0	0.0	0.0
Black	Female	25.3	15.7	6.1
	Male	33.7	18.8	7.8
Hispanic	Female	20.8	16.6	12.5
	Male	31.3	18.8	6.3
Multi-Racial	Female	0.0	0.0	0.0
	Male	0.0	0.0	0.0
Other	Female	0.0	0.0	0.0
	Male			
White	Female	5.1	1.1	0.1
	Male	6.9	3.5	1.7
System		20.3	11.5	4.9
<i>Mathematics</i>				
		<u>EOG 1999-00</u>	<u>Retest</u>	<u>Summer</u>
Ethnicity	Gender	0.0	0.0	0.0
		0.0	0.0	0.0
Black	Female	28.7	16.1	6.1
	Male	33.2	14.5	5.3
Hispanic	Female	20.8	4.2	4.2
	Male	31.3	12.5	0.0
Multi-Racial	Female	20.0	20.0	0.0
	Male	25.0		
Other	Female	0.0	0.0	0.0
	Male			
White	Female	5.1	1.7	0.0
	Male	8.0	1.1	0.0
System		21.5	9.7	3.4

Wilson County Schools
Percent at Levels I and II for Grade 5
By Ethnicity and Gender

		<i>Reading</i>		
		<u>EOG 1999-00</u>	<u>Retest</u>	<u>Summer</u>
Ethnicity	Gender	0.0	0.0	0.0
		14.3	14.3	0.0
Black	Female	14.2	8.6	4.6
	Male	19.3	10.5	5.3
Hispanic	Female	16.7	5.6	5.6
	Male	18.2	9.1	0.0
American Indian	Female	0.0	0.0	0.0
	Male			
Multi-Racial	Female	50.0	50.0	0.0
	Male	0.0	0.0	0.0
White	Female	5.9	2.1	0.0
	Male	5.7	2.3	1.1
System		11.5	6.0	2.7
<i>Mathematics</i>				
		<u>EOG 1999-00</u>	<u>Retest</u>	<u>Summer</u>
Asian	Gender	0.0	0.0	0.0
		14.3	0.0	0.0
Black	Female	7.1	1.5	1.0
	Male	14.0	4.1	1.8
Hispanic	Female	5.6	0.0	0.0
	Male	27.3	9.0	0.0
American Indian	Female	0.0	0.0	0.0
	Male			
Multi-Racial	Female	0.0	0.0	0.0
	Male	0.0	0.0	0.0
White	Female	2.7	1.6	0.0
	Male	4.0	1.1	1.1
System		7.1	2.1	0.9

Wilson County Schools
Percent at Levels I and II for Grade 8
By Ethnicity and Gender

		<i>Reading</i>		
		<u>EOG 1999-00</u>	<u>Retest</u>	<u>Summer</u>
Ethnicity	Gender	Female	Male	Male
		Female	12.5	0.0
Black	Male	Female	25.8	16.1
	Male	Male	33.6	17.5
Hispanic	Female	Female	11.8	0.0
	Male	Male	31.3	12.5
American Indian	Female	Female	0.0	0.0
	Male	Male		
Multi-Racial	Female	Female	25.0	0.0
	Male	Male	0.0	0.0
White	Female	Female	6.7	2.0
	Male	Male	10.1	5.6
System		20.2	10.7	8.4
<i>Mathematics</i>				
		<u>EOG 1999-00</u>	<u>Retest</u>	<u>Summer</u>
Ethnicity	Gender	Female	Male	Male
		Female	0.0	0.0
Black	Male	Female	28.6	12.4
	Male	Male	33.0	16.1
Hispanic	Female	Female	11.8	0.0
	Male	Male	31.3	12.5
American Indian	Female	Female	0.0	0.0
	Male	Male		
Multi-Racial	Female	Female	0.0	0.0
	Male	Male	0.0	0.0
White	Female	Female	7.3	3.3
	Male	Male	11.0	5.0
System		20.8	9.5	6.3

*A Remarkable Record of Progress*DRAFT
3/16/00

Over the past six years, North Carolina has made remarkable progress in education:

- The National Education Goals Panel identified North Carolina as the state showing the most significant improvement during the 1990s, North Carolina increased its performance on 14 measures.
- North Carolina and Texas led all states in combined gains in math and reading achievement on NAEP exams between 1990 and 1996. "Significant and sustained" gains occurred for white, African-American, and Hispanic students.
- North Carolina's SAT scores have gone up more than any other state in the last 10 years — up 43 points.
- *Education Week* says that no other state is doing more than North Carolina to put in place real and meaningful accountability measures and to improve teacher quality. *Education Week* and the Fordham Foundation ranked North Carolina's system of standards and assessments among the top 5 in the nation.
- With Smart Start, the state is doing more to make sure children are coming to school healthy and ready to learn. The number of babies born with health problems is down, and the number of children with immunizations is up.
- Since 1993-94, the rate of school violence has dropped 21 percent and

the number of guns brought to school is down 68 percent. The Statewide Report on School Violence showed that far less than one percent of students were involved in any reported act of school violence.

- The N.C. General Assembly's School Technology Trust Fund has provided over \$111 million for use by local school systems to implement their long-range technology plans. As a result, 82 percent of North Carolina schools have Internet access.
- A national study ranked North Carolina one of the top two states in improving teaching, and the state has more National Board Certified Teachers than any other state — 1267.
- Last year, one out of every eight adults in North Carolina enrolled in a community college program. Over the past year, NC's Community Colleges have been recognized for excellence by the Education Commission of the States, *Management* magazine, and the National Alliance for Business.
- There are 71 JobReady partnerships in 94 counties, pairing public schools with business partners and giving students exposure to the real world of work. North Carolina received the *1999 Distinguished Performance Award* from the National Alliance for Business for creating an education and workforce development system that "ensures that students and workers are ready for the 21st Century."

Raising Our Sights

Facts like these led Governor Jim Hunt to conclude that "... if North Carolina can lead the nation in education progress, we can lead the nation in education, period." In his 1999 State of the State Address, the Governor called on North Carolinians to raise their sights. "Let's commit ourselves to this ambitious goal: By the year 2010, North Carolina will build the best system of public schools of any state in America. By the end of the first decade of the 21st Century, we will be the first in education."

The Governor charged the North Carolina Education Cabinet to develop a set of First in America Goals. Each Education Cabinet member is developing a set of specific steps to help meet these goals. In addition, the Governor directed the North Carolina Education Research Council to design and issue an annual Progress Report and Report Card on the state's progress toward the First in America School Goals. "Just as we use a report card to measure the progress of our children," the Governor said,

"we need a report card that measures the progress of our state. We need a single sheet of paper that will tell us how we are doing and whether we're on track to be First in America by 2010."

The Education Research Council, a unit that coordinates research for the Education Cabinet, has identified a set of "indicators," or measures, that will enable the state to chart progress toward its goal. Most of the indicators come from federal agencies or other national organizations. These permit us to see where we stand in relation to other states. Most of the rest come from information collected by state agencies or contractors. A few will require the collection of new data. All will provide the most technically sound, trustworthy information available for each goal set by the Cabinet. While initial drafts of these reports are enclosed, the first official reports will be released in the Fall of 2000.

A Profile of Education in North Carolina

Schools

K-12 PUBLIC SCHOOLS	
Elementary (Grades PK-8)	1,615
Secondary (Grades 9-12)	313
Combined	114
Charter Schools	83
<i>(6th in the US)</i>	
County Districts	100
City Districts	17
PUBLIC UNIVERSITIES	
	16
COMMUNITY COLLEGES	
	58
PRIVATE COLLEGES & UNIVERSITIES	
	36

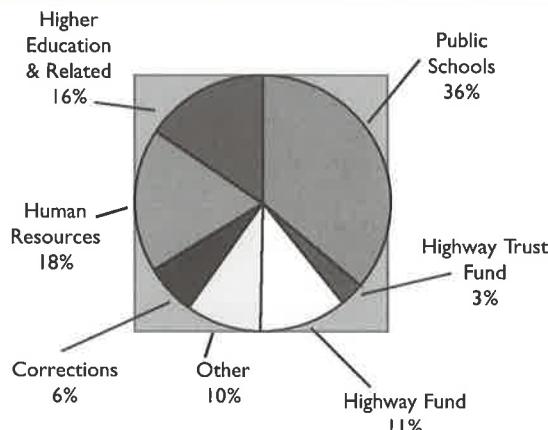
Students

K-12 PUBLIC SCHOOLS	
Grades K-8	904,930
Grades 9-12	332,130
Total	1,237,060
K-12 CHARTER SCHOOLS	
Grades K-8	7,800
Grades 9-12	748
Total	8,548
PUBLIC UNIVERSITIES	
	194,124
COMMUNITY COLLEGES	
	759,936
PRIVATE COLLEGES & UNIVERSITIES	
	68,847

Personnel

K-12 PUBLIC SCHOOLS	151,231
PUBLIC COLLEGES & UNIVERSITIES	8,690
COMMUNITY COLLEGES	4,520
PRIVATE COLLEGES & UNIVERSITIES	3,882

State Expenditures



Education Expenditures

K-12 PUBLIC SCHOOLS

State Expenditures	\$ 4,693,184,126
State Taxable Resources Spent on Education	3%
	<i>(NC ranks 47th in the US)</i>

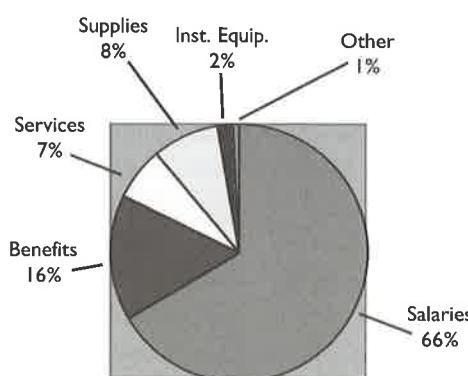
K-12 PER PUPIL EXPENDITURE

State	\$5,491.56
<i>(NC ranks 36th in US in expenditures adjusted for regional costs)</i>	
Highest Expenditure (Hyde County)	\$8923.92
Lowest Expenditure (Onslow County)	\$4751.86

HIGHER EDUCATION

State Expenditures \$1,979,888,273

Use of K-12 Expenditures



Data compiled by the: Statistical Research Section, Financial and Personnel Services, North Carolina Department of Public Instruction, Raleigh, NC, August 1999. UNC-GA Program Assessment and Public Service Division, Statistical Abstract of Higher Education in North Carolina, 1998-99, April 1999. North Carolina Community College System, 1998-99 Annual Statistical Report, 1999.

A Goal for North Carolina's Schools
Report CardSAMPLE
3/16/00

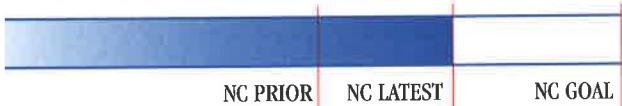
"Just as we use a report card to measure the progress of our children, we need a report card that measures the progress of our state. We need a single sheet of paper that will tell us how we are doing and whether we're on track to be *First in America* by 2010."

— Governor James B. Hunt, Jr.



HIGH STUDENT PERFORMANCE

EVERY STUDENT IN SCHOOL AND MAKING STRONG PROGRESS



EVERY GRADUATE READY FOR COLLEGE AND WORK



EVERY SCHOOL ACCOUNTABLE FOR STUDENT LEARNING



EVERY CHILD READY TO LEARN

EVERY CHILD WITH ACCESS TO QUALITY CHILD CARE



EVERY CHILD READY TO BEGIN SCHOOL



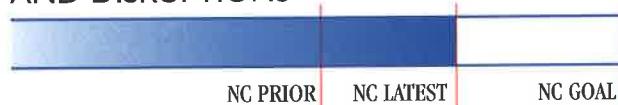
EVERY PARENT A GOOD FIRST TEACHER



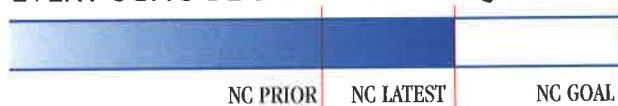
SAFE, ORDERLY, AND CARING SCHOOLS



EVERY SCHOOL FREE OF DRUGS, WEAPONS, AND DISRUPTIONS



EVERY SCHOOL SAFE AND ADEQUATE



EVERY STUDENT KNOWN AND CARED FOR



EVERY FAMILY WELCOMED



QUALITY TEACHERS AND ADMINISTRATORS



EVERY TEACHER COMPETENT, CARING, AND QUALIFIED



EVERY PRINCIPAL A LEADER



EVERY SCHOOL A GOOD PLACE TO WORK AND LEARN



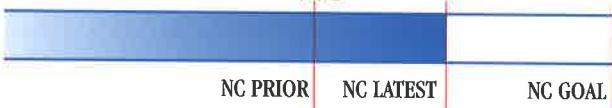


STRONG FAMILY, COMMUNITY, AND BUSINESS SUPPORT

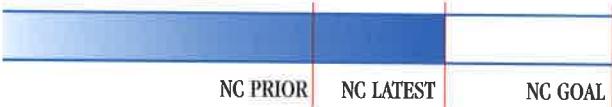
EVERY FAMILY INVOLVED IN THEIR CHILD'S LEARNING



EVERY COMMUNITY INVOLVED IN CHILDREN'S LEARNING



EVERY CHILD WITH ACCESS TO QUALITY HEALTH CARE



LEGEND

Information on *First in America* will be available on the *First in America* website in April 2000 — <http://www.firstinamerica.gov.state.nc.us>

A copy of the *First in America Report Card* may also be obtained by calling 1-800-662-7952 or writing:

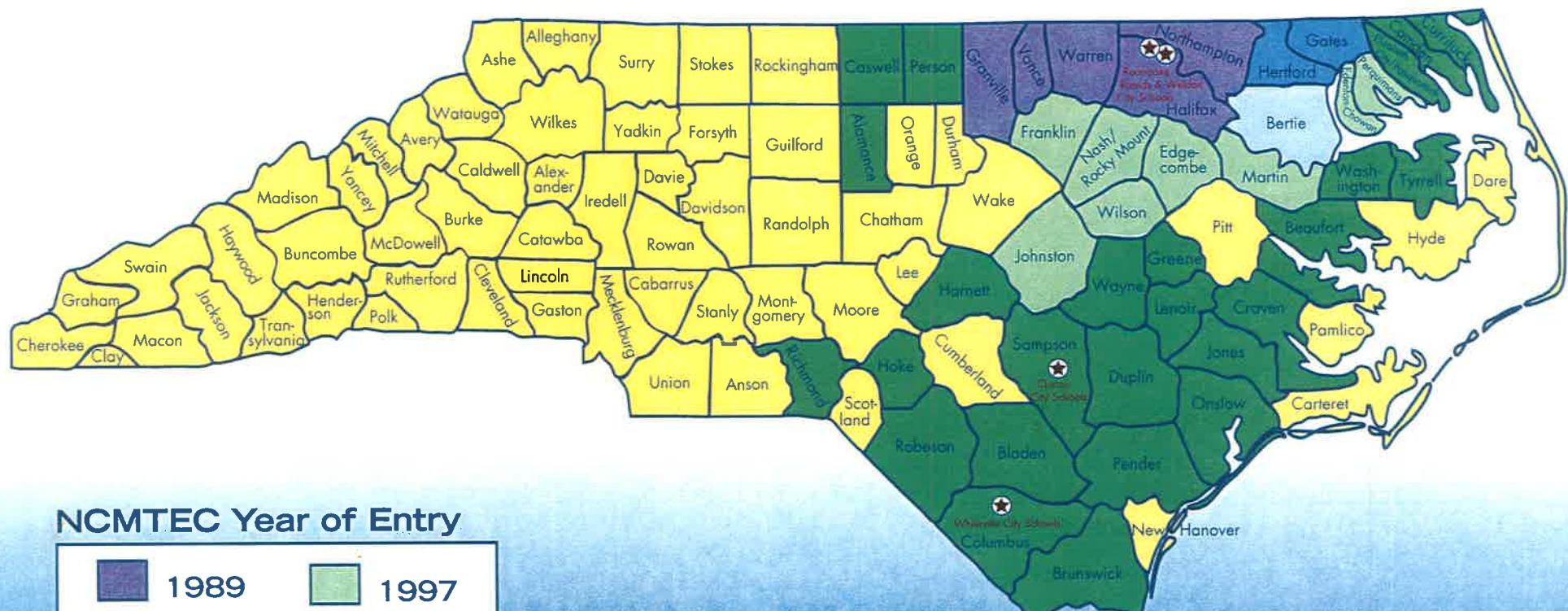
Governor James B. Hunt Jr.
Office of the Governor
20301 Mail Service Center
Raleigh, NC 27699-0301

Governor James B. Hunt, Jr.
Office of the Governor
20301 Mail Service Center
Raleigh, NC 27699-0301

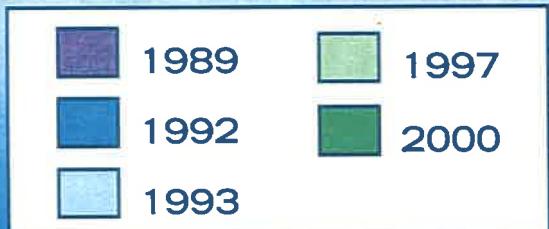
PLACE
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NORTH CAROLINA Model Teacher Education Consortium

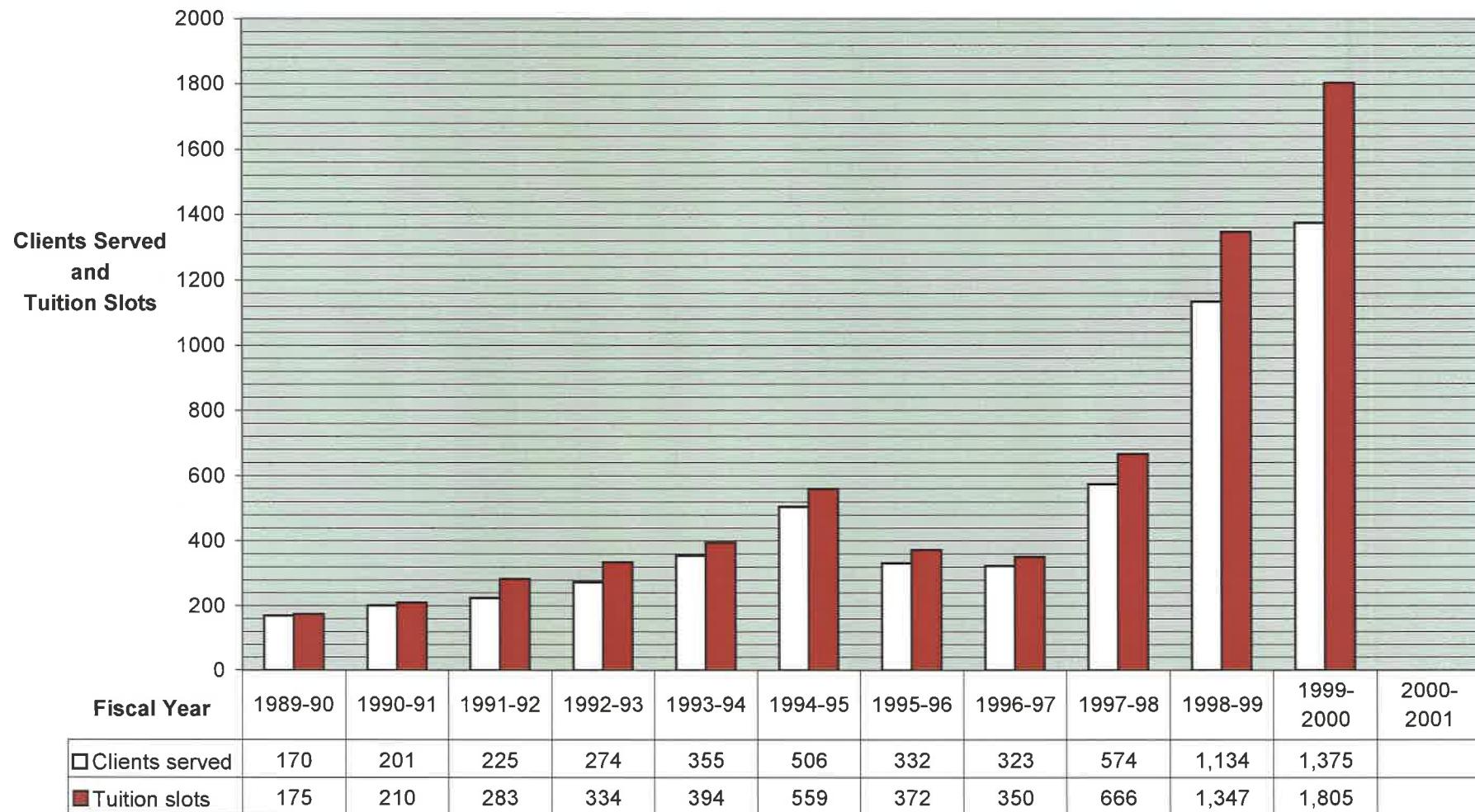


NCMTEC Year of Entry



NORTH CAROLINA MODEL TEACHER EDUCATION CONSORTIUM

Clients Served and Tuition Slots Per Fiscal Year



**Historical Data of
NC Model Teacher Education Consortium**

Fiscal Year	Clients Served	Tuition Slots	# of School Systems Served	Legislative Funding	New Services Began
1989-90	170	175	7 LEAs	\$50,000	<i>Executive Director Hired October '89 Graduate/Undergraduate Courses Offered January '90</i>
1990-91	201	210	7 LEAs	\$100,000	<i>Advising Sessions/Transcript Evaluations at Community Colleges NTE Preparation Seminar</i>
1991-92	225	283	7 LEAs	\$150,000	
1992-93	274	334	9 LEAs	\$170,000	
1993-94	355	394	10 LEAs	\$185,000	<i>Student Teaching Stipends Reimbursements for On-campus Courses</i>
1994-95	506	559	10 LEAs	\$185,000	<i>No Charge for Graduate Textbooks</i>
1995-96	332	372	10 LEAs	\$185,000	
1996-97	323	350	10 LEAs	\$335,000	<i>Financial Assistance for College Transfer Courses at Community Colleges</i>
1997-98	574	666	18 LEAs	\$785,000	<i>2 Regional Directors Hired GRE Preparation Seminar Praxis Preparation Seminars</i>
1998-99	1,134	1,347	38 LEAs ** (Served 6 months/ Budget Passed 10/98)	\$2,285,000	<i>National Board Certification Seminars at NCCAT Lateral Entry Workshops MAT Preparation Seminars Consortium Website ncmtec.org Established</i>
1999-00	1,375	1,805	18 LEAs	\$825,000	
2000-01			45	\$2,125,000	
Totals:	* 5,469	6,495			

* Client base consists of 3,366 participants. The 5,469 reflects clients who participated during multiple years. The 6,495 indicates a larger number because many people take more than one course during the same year.

** Getting all collaborative partners on board during an expansion period and getting "the word out" is a labor intensive and time-consuming process. Arrangements must be made with colleges/universities and programs/courses must then be advertised.

NCMTEC Clients Currently Employed with NC Public Schools as of December 10, 2000

Total clients in NCMTEC database as of 9/20/2000	Employed in NC	Salary level(s) of licensed individuals						Licensure status			Support staff	LEAs impacted in employment history		
		as of 12/10/00	Below Bachelor's	Bachelor's	Master's	Sixth year	Doctorate	Continuing	Initial	Provisional/Lateral	Unlicensed staff	Non-degreed staff (2 or 4 yr.)	Consortium	
3366		2517	11	1834	601	112	18	1140	141	951	453	70	46	21

NOTE: NCMTEC Clients were cross-matched with NC Department of Public Instruction Licensure Database and Salary Administration Database † provide the data on clients currently employed with NC Public Schools as of 12/10/2000

* Licensed individuals include those who are in teaching, student services and administrative roles.

** The data in the above table indicates slots occupied (previously and currently) by the employed individuals.

*** More than one license can be earned by an individual; licenses can be at varying status.

**** Data does not include some clients who are taking College Transfer Courses in the NC Community Colleges System.

(This data is currently being entered into the NCMTEC database.)

N.C. Model Teacher Education Consortium

True Collaboration among the following:

- **45 Local School Systems**

Alamance County	Duplin County	Hoke County	Richmond County
Bertie County	Edenton-Chowan	Johnston County	Roanoke-Rapids City
Beaufort County	Edgecombe County	Jones County	Robeson County
Bladen County	Elizabeth City/Pasquotank	Lenoir County	Sampson County
Brunswick County	Franklin County	Martin County	Tyrrell County
Camden County	Gates County	Nash/Rocky Mount	Vance County
Caswell County	Granville County	Northampton County	Warren County
Clinton City	Greene County	Onslow County	Washington County
Columbus County	Halifax County	Pender County	Wayne County
Craven County	Harnett County	Perquimans County	Weldon City
Currituck County	Hertford County	Person County	Whiteville City
			Wilson County

- **9 Colleges/Universities**

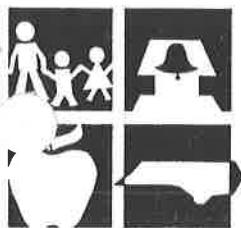
Barton College	East Carolina University	NC Central University
Campbell University	Elizabeth City State University	NC Wesleyan College
Chowan College	Fayetteville State University	UNC-Pembroke

- **27 Community Colleges**

Alamance Community College	Edgecombe Community College	Richmond Community College
Beaufort Community College	Fayetteville Technical Community College	Roanoke-Chowan Community College
Bladen Community College	Halifax Community College	Robeson Community College
Brunswick Community College	James Sprunt Community College	Sampson Community College
Cape Fear Community College	Johnston Community College	Sandhills Community College
Central Carolina Community College	Lenoir Community College	Southeastern Community College
Coastal Carolina Community College	Martin Community College	Vance-Granville Community College
College of The Albemarle	Nash Community College	Wayne Community College
Craven Community College	Piedmont Community College	Wilson Technical Community College

- **State Department of Public Instruction**

The Consortium is a collaborative partnership began in 1989 to address the critical shortage of highly-qualified and fully-licensed teachers in the poor rural schools of North Carolina.



Public Schools of North Carolina

State Board of Education
Phillip J. Kirk, Jr., Chairman
<http://www.dpi.state.nc.us>

Department of Public Instruction
Michael E. Ward, State Superintendent

September 14, 2000

The Honorable James B. Hunt Jr.
Governor, State of North Carolina
Office of the Governor
116 W. Jones Street
Raleigh, NC 27603-8001

Dear Governor Hunt:

Thanks to continued support for the ABCs and the Excellent Schools Act, public schools in North Carolina are making significant improvements in student performance. As we have recently seen from the ABCs school-by-school reports, the focus on instruction is resulting in student performance at higher levels than we have ever seen in North Carolina. However, we still have too many students who are not at grade level and this is why our 2001-2003 Expansion Budget Request and our Continuation Budget Request reflect the need to stay the course on these important initiatives.

The State Board of Education and State Superintendent spent a great deal of time and effort deliberating these budget requests. In our deliberations, we solicited input from teachers, school administrators, parents, and others who have a strong interest in public schools, and many of their recommendations are incorporated into our requests. These funding items are identified by the Board's five priority areas: High Student Performance; Safe, Orderly, and Caring Schools; Strong Family, Community, and Business Partnerships; Quality Teachers, Administrators, and Staff; and Effective and Efficient Operations. We believe the expansion budget request and the continuation budget reflect the most important needs of our schools and reflect the education priorities of North Carolina citizens. If funded, these efforts will allow public schools to continue the gains made over the last few years. This request also includes certain items for the Department of Public Instruction's budget, which will allow the Department to operate in an effective and efficient manner.

Since the Excellent Schools Act and the ABCs are the centerpieces of our reform efforts and thus, our budget request, we have identified 11 primary expansion initiatives that are critical to our public schools. These 11 initiatives are:

Improving Student Accountability: Closing the Achievement Gap – to improve student performance for all students not performing at grade level, reducing student/staff ratios, maintaining assistance team funding, pilot programs for foreign language immersion, technology facilitators for low-performing schools.

Ready for School – to ensure that the public schools are ready for all children to learn, including K-2 staff development, classroom upgrades, and the continuation of kindergarten breakfast funds.

School Technology – to technologically bring our students, teachers, and schools into the 21st Century, and to ensure that all middle schools are ready for computer skill's assessments.

Special Populations – to improve quality of education for children with special needs, including expanding the services to those with limited English and gifted children and implementing the Occupational Course of Study.

The Honorable James B. Hunt Jr.

Page 2

September 14, 2000

Academic Content Standards and Assessments – to ensure the timely revision of curriculum content standards and corresponding assessments, while providing effective dissemination and training to the LEAs and to ensure schools can effectively implement assessment programs and also provide funding to assist those students who take advanced placement exams, with the fees.

At-Risk Student Services/Alternative Schools – to expand alternative school programs, increase school resource officers and other support personnel, especially the support staff at middle schools.

Community Support for Students – to coordinate efforts of the schools, parents, and the communities to increase involvement in improving student achievement, through training initiatives, model programs and increased communications.

Professional Development – to ensure quality teachers and administrators are in our schools.

Teacher Retention and Recruitment – to develop and implement initiatives for the retention and recruitment of quality teachers for our schools.

Teacher Evaluation Instruments – to develop instruments for evaluating teachers and other professional school employees as required by the Excellent Schools Act.

Teacher Scholarships – to encourage teacher education majors to pursue teaching in critical needs areas (subject, location, low-performing) through additional funds for Prospective Teacher Scholarship loans or Tuition-to-Teach loans and other incentives.

We also wish to emphasize our continued support of the Excellent Schools Act initiative and to at least maintain teachers' salaries at the national average thereby attracting and retaining excellent teachers in the public schools. In addition to increases in teachers' salaries, we would like you to consider recommending to the General Assembly salary increases for other school personnel so that quality staff are paid competitively for today's market.

There are other items we would encourage you to consider in your budget recommendation to the General Assembly. These items are:

Low Wealth Supplemental Funding – to fully fund the legislated formula

Instructional Support – to increase instructional support positions (nurses, guidance counselors, social workers, etc.) in LEAs

Instructional Supplies and Materials – to increase the base funding per ADM for instructional supplies and materials to better ensure adequate resources and opportunities for high achievement and to pay for mandatory PSAT administration.

The Honorable James B. Hunt Jr.
Page 3
September 14, 2000

On behalf of the State Board, the Department of Public Instruction, and the many educators and citizens whose thoughts are reflected in these requests, we respectfully request your consideration of these items. We sincerely appreciate the support you and the General Assembly are providing for public schools. We are confident that continued support for the ABCs and Excellent Schools Act will yield excellent results in our public schools.

Sincerely,



Phillip J. Kirk, Jr., Chairman
State Board of Education



Michael E. Ward, State Superintendent
Department of Public Instruction

JSB: dte
Attachments



STATE PUBLIC SCHOOL FUND EXPANSION BUDGET REQUEST

For 2001 - 2003 Biennium

2001-2002

2002-2003

HIGHEST PRIORITY ITEMS

High Student Performance

Improving Student Accountability: Closing the Achievement Gap

> improve performance for all students not performing at grade level	\$ 23,000,000	\$ 23,000,000
> reduce student/staff ratios in elementary grades (combination of positions and dollars)	118,396,260	118,396,260
> maintain funding for assistance teams	4,230,000	4,230,000
> foreign language dual immersion pilot program using 5 schools as pilots	500,000	500,000
> provide a Technology Facilitator for low-performing schools	1,244,619	1,244,619

Ready For School

> Ready for School Inventory for primary & elementary schools	1,000,000	
> staff development funds targeted at K-2 training	5,000,000	5,000,000
> upgrade kindergarten classrooms with necessary materials, supplies, equipment, etc.	17,500,000	17,500,000
> provide breakfast to kindergarten children based on current participation estimates	3,000,000	3,000,000

School Technology

> provide a Technology Facilitator for all schools with 8th grade in 2001-02 (aligns with computer skill testing requirements)	28,743,925	28,743,925
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Special Populations

> improve quality of education for children with disabilities and move towards our goal of fully funding at 2.3 times ADM funding	125,000,000	125,000,000
> implement Occupational Course of Study	6,000,695	6,000,695
> expand services to children who are English language learners	5,000,000	5,000,000
> improve quality of education for gifted students	3,700,000	3,700,000



STATE PUBLIC SCHOOL FUND EXPANSION BUDGET REQUEST

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Academic Content Standards and Assessments

> provide a testing coordinator at each LEA	8,315,244	8,315,244
> revise curriculum and corresponding assessments relating to the legislated 5 year cycle for the continued improvement of student achievement	4,066,348	3,099,657
> develop new assessments, including High School exams, supplies, k-2 assessments, etc.	5,599,105	3,449,261
> develop and implement portfolio assessments for all grades	2,500,000	2,500,000
> pay student fees for taking advanced placement (AP) exams and international baccalaureate (IB) program exams	3,000,000	3,000,000

Safe, Orderly, and Caring Schools

At-Risk Student Services/Alternative Schools

> increase allotment for alternative school programs, school resource officers, and other support personnel targeting at-risk students	34,000,000	34,000,000
> add additional counselor services for schools	9,650,000	9,650,000
> provide office support for middle and high school guidance offices	20,059,200	20,059,200

Strong Family, Community, and Business Partnerships

Community Support for Students

> training initiatives for administrators, teachers, and volunteers on improving academic achievement of all students	2,550,000	2,550,000
> training and education of parents in how best to assist in the education of their children	1,400,000	1,400,000
> coordination efforts in the recruitment of business support for education	1,393,662	1,415,632
> encourage model programs for public and private agencies towards increased student achievement	1,318,662	1,340,632
> encourage increased communication between pre-school programs and public schools to support student transitions	115,767	118,075
> funds to assist with the communication of accountability standards to parents, students, teachers, businesses	1,318,662	1,340,662



STATE PUBLIC SCHOOL FUND EXPANSION BUDGET REQUEST

For 2001 - 2003 Biennium

2001-2002

2002-2003

Quality Teachers, Administrators, and Staff

Excellent Schools Act

- > continued support of the Excellent Schools Act to maintain funding the teacher salary schedule at least at the national average and to support fair and equitable salary increases for other school and state personnel
- > additional months of employment for assistant principals

9,650,000 9,650,000

Professional Development

- > increase staff development funds for LEAs 10,000,000 10,000,000
- > provide mentors for second year teachers who did not teach in NC in year 1 (currently not eligible) 1,533,961 1,533,961
- > provide same stipend for cooperating teachers (those working with student teachers) as for mentor teachers (\$100 /month) 2,754,000 2,754,000
- > Quality Teacher Task Force/Recruitment and Retention funding 2,500,000 2,500,000
- > Tuition-to-Teach scholarships targeted to increase teachers in at-risk categories (subjects, populations, locations, etc.) 5,000,000 5,000,000

Teacher Retention and Recruitment

- > develop and implement initiatives for the retention and recruitment of teachers, including incentives, scholarships, etc. 2,350,000 2,350,000
- > provide a network ready computer for each teacher in a low-performing school 2,992,500 2,992,500

Effective and Efficient Operations

- > grant writing consultant for each region 280,000 280,000

Total State Public School Fund Expansion

Request

\$ 474,662,610

\$ 470,614,323



**AGENCY EXPANSION BUDGET REQUEST
For 2001 - 2003 Biennium**

2001-2002

2002-2003

High Student Performance

ABCs

> add 7 positions and provide operating funds for the testing program via the Accountability Services Division due to expansion of scope-of-work associated with implementation of ABCs, revision of curriculum content standards, and addition of charter schools	\$ 713,858	\$ 700,436
> maintain character education staff development program	174,000	174,000
> provide subscriptions for online resources for every student, teacher, parent, etc. (NC WISE OWL)	1,500,000	1,500,000

Continuation of Operations

> expand participation in initiatives sponsored by the Southern Regional Education Board	343,000	343,000
> keep the Governor's Schools operational	639,154	639,154

Quality Teachers, Administrators, and Staff

Excellent Schools Act

> funds to pay required costs of Case Managers	45,000	45,000
> additional funds necessary to provide 800 Prospective Teacher Scholarship Loans and 200 Teacher Assistant Scholarship Loans	577,465	577,465
> develop instruments for evaluating certified instructional support personnel	200,000	200,000
> assess performance based licensure products of second year teachers	750,000	750,000

Strong Family, Community, and Business Partnerships

> additional support for the Indian Education Council	10,000	10,000
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**AGENCY EXPANSION BUDGET REQUEST
For 2001 - 2003 Biennium**

2001-2002

2002-2003

Effective and Efficient Operation

Continuation of Operations

> add Printing Equipment Operator for Duplicating Center (receipt supported)	24,753	24,753
> add Stock Clerk II for Textbook Services (receipt supported)	23,494	23,494
> replace Category 3 cable with Category 5 per Statewide Area Network initiative	438,300	
> replace current data storage system with super harddrive system to facilitate increased management of data	400,000	
> initiate a computer leasing cycle for agency computers for Education Management Area, Financial and Business Services Area and Instructional and Accountability Services Area	510,378	510,378
> contract for workstation & help desk support, dispatcher, trainer, and AS400 operator as well as administrative office support for Information Technology Services Area	410,000	410,000

Total Agency Expansion Request

\$ 6,759,402 \$ 5,907,680

Study of High School Programs

S.L. 2000-67
Sec. 9.2(b)

Section 9.2.(b) The General Assembly believes educational programs for high school students should provide student accountability, program accountability, access, and efficiency. Therefore, the Education Cabinet, created under G.S. 116C-1, shall study public school, community college, and university programs offered to high school students. These programs include the cooperative high school program, the adult high school diploma program, advanced placement courses, honors courses, and university courses offered to high school students. The Cabinet shall do the following:

- (1) Examine these programs for overlap.
- (2) Consider which education entity is the most appropriate one to offer each program.
- (3) Consider distance learning options.
- (4) Examine whether there should be tuition waivers for high school students who take courses at community colleges or universities.
- (5) Determine whether there should be a minimum age for participation in the adult high school program.
- (6) Determine the feasibility, advantages and disadvantages, procedures, and costs for requiring students who participate in the adult high school program to take tests required of high school students taking the same courses.
- (7) Evaluate the recent recommendations concerning the cooperative high school program that were made to the Joint Legislative Education Oversight Committee by the State Board of Education and the State Board of Community Colleges. In particular, the Cabinet shall determine whether students should receive weighted credit on their high school transcripts for college level courses taken at community colleges, universities, or colleges,

and whether this program is an appropriate venue for developmental courses.

The Cabinet shall report its findings, including any recommendations, to the Joint Legislative Education Oversight Committee by January 8, 2001.

Section 9.2.(c) This section is effective when it becomes law.

**Timeline
for
Education Cabinet Study on Public School, Community College, and University Programs Offered to
High School Students**

August 30, 2000	Education Cabinet staff meet to explore issues and develop approach
September 18	Research Council Director meets with Community College representatives (Donny Hunter, Delores Parker, Elizabeth Isler, Randy Whitfield) to define issues, their positions on issues
September 25	RC Director meets with University representatives (Charles Coble, Gary Barnes) for similar purposes
September 26	Interim report to Education Oversight Committee
September 26	RC Director meets with State Board representatives (Jane Worsham, Rebecca Garland)
September 26	RC Director meets with Independent Colleges representative (Tim McDowell)
Week of October 9	RC Director completes memorandum summarizing issues and Education Cabinet units' positions on them
Week of October 23	Governor's Senior Education Advisor reconvenes Education Cabinet staff to review memorandum and begin to address unresolved issues
November	Subgroups meet to resolve remaining issues
Week of December 4	Draft memorandum on resolution of issues to Education Cabinet members for approval
Week of December 11	Clear up any remaining difficulties and draft report
January 8, 2001	Report to Joint Legislative Education Oversight Committee

School Counselors School Social Workers

S.L.2000-138, Sec.5.4

PART V.-----JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Section 5.1. The Joint Legislative Education Oversight Committee may study the topics listed in this Part and report its findings, together with any recommended legislation, to the 2001 General Assembly upon its convening.

Section 5.2. Public School Bidding Laws. -- The Joint Legislative Education Oversight Committee may study exclusive contract practices among public schools.

Section 5.3. Textbook Distribution Methods. -- The Joint Legislative Education Oversight Committee may study methods of distribution of textbooks. In conducting this study, the Committee may survey the system of textbook distribution used in other states. The Committee may make recommendations on whether the State should continue to distribute textbooks using only those depository or warehouse facilities operated by the State Board of Education or make other modifications to the current textbook distribution system. The Committee may use the results of the survey and other relevant information when developing its recommendations.

Section 5.4. School Counselors and Social Workers. -- The Joint Legislative Education Oversight Committee may study the issues related to school counselors and social workers in the public schools. In the course of the study, the Committee may consider:

- (1) Whether the counselor-student ratio should be reduced from 1:450 to 1:250 and the cost of implementing this reduction;
- (2) Whether counselors should be paid on the school psychologist salary schedule and the cost of implementing this salary increase; and
- (3) Other issues related to counselors and social workers in the public schools (H.B. 1826 - Insko).

Section 5.5. Foreign Language Instruction. -- The Joint Legislative Education Oversight Committee may study the need for instruction in foreign languages at the elementary school level (H.B. 1799 - Insko).

Section 5.6. Instruction Days. -- The Joint Legislative Education Oversight Committee may study the feasibility of increasing the minimum number of instructional days to 200, increasing the minimum number of instructional hours to 1,120, and increasing the contractual period for teachers to 12 months. The study shall include an examination of the costs and benefits of the proposed increases as well as a recommended timetable for implementation (H.B. 1727 - Arnold).

School Counselors: Making a Difference for NC Students

NC School Counselor Association

9/25/00

Statement of Purpose

- Senate Bill 787
 - School student-to-counselor ratio
 - School counselor salary scale
 - Other school counselor issues

9/25/00

Critical NC Student Success Factors

- Improving academic achievement
- Closing the achievement gap
- Lowering the dropout rate
- Reducing school violence
- Helping all students feel safe at school

9/25/00

Key Facts

- School counselors directly impact these issues.
- School counselors will need to play an even greater role to successfully resolve these issues.

9/25/00

Purpose of a Counseling Program

- To promote and enhance the learning process.

9/25/00

Role of the School Counselor

- Counseling
- Large Group Guidance
- Consultation
- Coordination

9/25/00

National Standards for School Counseling Programs

Developed by the American School Counselor Association

- School Counselors facilitate student development in three broad areas.
 - Academic
 - Career
 - Personal/Social

9/25/00

Promoting Success for NC Students

- Recommended student-to-counselor ratio ~ 250:1 (by the American School Counselor Association, Institute of Medicine, National Education Association, and National School Health Association)
- Counselors should spend 70-80% of their time in direct contact with students.
- School counseling duties need to be focused on program delivery and direct counseling services.

9/25/00

Current NC Ratio is 450:1

- Some NC school counselors are responsible for over 1000 students.
- Some NC school counselors are solely responsible for Pre-K - 8 or 6 - 12.
- There are approximately 2700 school counselors who serve 1.2 million students.

9/25/00

How Should Counselors Spend Their Time?

- Counseling Tasks
 - Academic Achievement; Social Adjustment; Safe and Orderly Schools/Violence Prevention; Self-Concept; Behavior Management; Career Education; Life Situation Changes (death, divorce, personal crisis); Parent/Teacher/ Administrator Consultation; Program Planning

9/25/00

Counselors' Tasks

Non-Counseling

- Test administration
- Extensive duties
 - Before and after school, carpool, bus, cafeteria, hall, contact for school-wide issues.
- Covering classes when teachers are absent

9/25/00

Counseling

- Interpreting test results
- Shared duties with other staff members
- Collaborating with teachers to present guidance curriculum

Counselors' Tasks (continued)

Non-Counseling

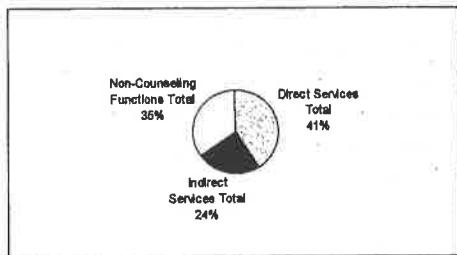
- Paperwork
 - Scheduling, attendance, records, registration, recommendations, driver's license, special education forms

9/25/00

Counseling

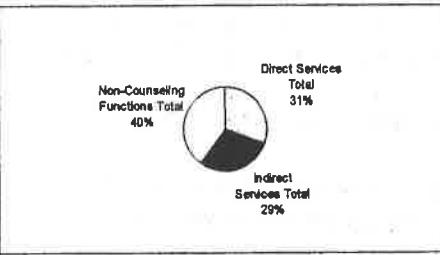
- Counseling students on issues such as academic planning, attendance issues, and directing appropriate clerical support.

Elementary Counselors' Time



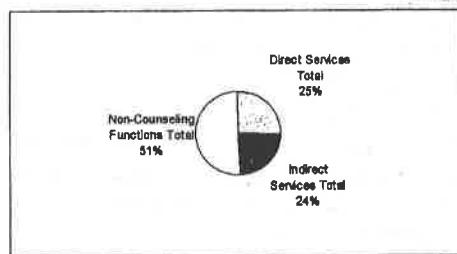
9/25/00

Middle School Counselors' Time



9/25/00

High School Counselors' Time



9/25/00

School Counselor Salary Schedule

- Counselors are dealing with heavy responsibilities such as:
 - High student-to-counselor ratios
 - An increasing number of social issues
 - Higher involvement in academic success
- Higher salaries are needed in order to recruit and retain the highest quality school counselors, particularly in rural areas.

9/25/00

School Counselor Salary Schedule (continued)

- School counselors, school psychologists, and speech pathologists are required to have masters' level training in their respective areas, yet they are not paid equally.
- School counselors' workload and responsibilities equal that of school psychologists and speech pathologists, and in addition, their services impact a much larger number of students.

9/25/00

Research and Data

- Research shows that school counseling programs clearly improve students':
 - academic achievement
 - attitudes, behaviors and skills
- Research shows that school counseling programs are directly linked to the reduction of the dropout rate.

9/25/00

Academic Achievement - "Closing the Achievement Gap"

- Research shows that the addition of a school counseling program leads to increases in
 - reading levels
 - standardized achievement scores
 - grades
- School counseling services should be considered mainstream, not optional.

9/25/00

Attitudes, Behaviors, Skills - "Safe Schools"

- Classroom guidance significantly improved behavior, conduct, grades, and school attitude scores.
- Group counseling was successful in decreasing hostile behaviors.

9/25/00

Attitudes, Behaviors, Skills - "Safe Schools" (continued)

- The stronger the guidance program, the higher the students rated school climate, and feelings of belonging and safety. They reported better behaved peers, and more career and college information available.

9/25/00

Lifelong Success - "Dropout Prevention"

- In schools with recommended student-to-counselor ratios, there were:
 - 47% fewer dropouts
 - 50% fewer failures
- In studies conducted by the US Department of Education, counseling services were one of the key elements of any dropout prevention initiative.

9/25/00

Lifelong Success - "Dropout Prevention" (continued)

- The Institute of Medicine reported that the "consequences of failing to provide treatment services to children with severe emotional disturbances are significant."
 - 48% of these students drop out of school
 - Of those who drop out, 73% are arrested within 5 years of leaving school.

9/25/00

Recommendations for 2001 Legislative Session

- NC school counselors request legislation to fund more counselors, thereby lowering the student-to-counselor ratio to 250:1.
- NC school counselors request legislation to raise the school counselor salary schedule to parallel the salary schedule of school psychologists and speech pathologists.

9/25/00

**School Nurse to Student Ratio
by Local Education Agency (LEA)
School Year 1999-2000**

County school districts are listed alphabetically: City school districts are listed alphabetically under the counties in which they are located. (This report does not include private, charter, federal or special state residential schools.)

COUNTY/LEA	RN (FTE only)	# STUD.	RATIO	COMMENTS
Alamance-Burlington	7.53	19,860	1:2637	
Alexander	1	5,296	1:5296	
Alleghany	0.5	1,418	0.5:1418	
Anson	2	4,468	1:2234	
Ashe	1	3,156	1:3156	
Avery	0.27	2,358	0.27:2358	
Beaufort	1	7,324	1:7324	
Bertie	1	3,636	-----	1 RN serves 400 EC Students
Bladen	3	5,642	1:1881	
Brunswick	6	9,980	1:1663	
Buncombe: Buncombe County Schools Asheville City Schools	8	28,567	1:3571	Both LEAs are served by one school nursing team. School Nurses serve K-6 only (4,888 students)
Burke	9	14,149	1:1572	
Cabarrus: Cabarrus County Schools Annapolis City Schools +	17.6	18,336	1:1042	
	5.6	4,128	1:737	
Caldwell	4.53	12,372	1:2731	
Camden +	2.5	1,287	1:515	
Carteret	6	8,202	1:1367	
Caswell	--	3,561	-----	No School Nurse
Catawba: Catawba County Schools Hickory City Schools Newton Conover Schools	6	15,673 4,388 2,726	1:3798	All 3 LEAs are equally served by one school nursing team 22,787 total students
Chatham	2.79	6,869	1:2462	
Cherokee	2	3,476	1:1738	
Edenton-Chowan Schools	2	2,508	1:1254	
Clay	1	1,246	1:1246	
Cleveland: Cleveland County Schools Shelby City Schools Kings Mountain Schools	3	9,292	1:3097	
	2	3,192	-----	1 RN serves 150EC students 1 FTE serves all others 1:3192
	1	4,436	1:4436	
Columbus: Columbus County Schools Whiteville City Schools	3	7,185	1:2395	
	1	2,742	1:2742	
Craven	14.15	14,503	1:1025	

COUNTY/LEA	FTE AT 1.00000	STUDENTS	STAFF	NOTES
Cumberland	26.25	50,487		7.6 FTE serves 70 EC students 18.65 serve all others (1:2703)
Currituck	4	3,106	1:776	
Dare	6	4,582	1:764	
Davidson: Davidson County Schools Lexington City Schools Thomasville City Schools	2.95	18,609 3,162 2,313	1:8164	Health Department serves all 3 LEAs. (Same SN team serves all 3 LEAs)
Davie	6.44	5,528	1:858	
Duplin	2	8,459	1:4230	
Durham	15.38	28,675	1:1864	
Edgecombe	3	7,517	1:2506	
Winston-Salem--Forsyth	10.64	42,972	1:4039	
Franklin	4	7,425	1:1856	
Gaston	16.5	29,745	1:1803	
Gates	1	2,020	1:2020	
Graham	1.53	1,187	1:776	
Granville	1.64	7,836	1:4778	
Greene	2	2,864	1:1432	
Guilford	36.54	61,190	1:1675	
Halifax: Halifax County Schools Roanoke Rapids City Schools Weldon City Schools	1.86 0.93 ----	6,083 3,026 1,156	1:3270 0.93:3026 -----	No School Nurse
Harnett	5	15,799	1:3160	
Haywood	6.58	7,578	1:1152	
Henderson	3	11,337	1:3779	
Hertford	3	4,007	1:1336	
Hoke	1	6,084	1:6084	
Hyde +	1	713	1:713	
Iredell Iredell-Statesville Schools Mooresville City Schools	11.6 1	16,590 3,834	1:1430 1:3834	
Jackson	1	3,490	1:3490	
Johnston	6	20,188	1:3364	
Jones	0.43	1,498	0.43:1498	
Lee	4.12	8,593	1:2086	
Lenoir	4	10,083	1:2521	
Lincoln	3	10,419	1:3473	
Macon	---	4,015	-----	No School Nurse

COUNTY/LEA	RN (FTE only)	# STUD	RATIO	COMMENTS
Madison	1	2,503	1:2503	
Martin	---	4,862	-----	No School Nurse
McDowell	3.37	6,340	1:1881	
Charlotte-Mecklenburg	42.72	99,098	1:2320	
Mitchell	---	2,351	-----	No School Nurse
Montgomery	2	4,442	1:2221	
Moore	5.53	10,875	1:1967	
Nash-Rocky Mount	10	17,473	1:1747	
New Hanover	12.82	21,137	1:1649	
Northhampton	1	3,721	1:3721	
Onslow	8.85	20,661	1:2335	
Orange: Orange County Schools + Chapel Hill-Carrboro	6	6,148	1:1025	
	8.42	8,984	1:1067	
Pamlico	---	1,808	-----	No School Nurse
Elizabeth City/Pasquotank	3	5,924	1:1975	
Pender	5	6,380	1:1276	
Perquimans	1	1,783	1:1783	
Person	1	5,797	1:5797	
Pitt	8	19,542	1:2443	RNs serve only K-8 (14479 students)
Polk	---	2,289	-----	No School Nurse
Randolph: Randolph County Schools Asheboro City Schools	7	16,489	1:2356	
	2	4,174	1:2087	
Richmond	4	8,222	1:2056	
Robeson	8	23,483	1:2935	
Rockingham	4	14,362	1:3591	
Rowan-Salisbury Schools	8.8	19,821	1:2252	1nurse is full-time in 1 elem
Rutherford	3	9,954	1:3318	
Sampson: Sampson County Schools Clinton City Schools	4	7,687	1:1922	
	1	2,523	1:2523	
Scotland	2	6,852	1:3426	
Stanly	1	10,031	1:10031	
Stokes	3	7,103	1:2368	
Surry: Surry County Schools Elkin City Schools Mt. Airy City Schools	4	8,145	1:2036	
	---	1,065	-----	No School Nurse
	2	1,984	1:992	
Swain	1	1,705	1:1705	
Transylvania	0.67	3,848		0.67 RN serves 175 EC Students

COUNTY/LEA	RN (FTE only)	# STUD.	RATIO	COMMENTS
Tyrrell	1	768	1:768	
Union	6	21,608	1:3601	
Vance	2	7,724	1:3862	
Wake	44.51	94,295	1:2119	
Warren	1	3,219	1:3219	
Washington	2	2,375	1:1188	
Watauga	1	4,841	1:4841	
Wayne	6.93	19,110		1 RN serves 75 EC Students 5.93FTEs serve all others (1:3210)
Wilkes	6.5	9,904	1:1524	
Wilson	3	11,977	1:3992	
Yadkin	3	5,784	1:1928	
Yancey	2	2,477	1:1239	

SCHOOL NURSE

= Registered Nurses (R.N.s) are recognized as school nurses

LEA

= Local Education Agency (school district). There are 117 LEAs in N.C.

FTE

= Full Time Equivalency

Students

= Final Average Daily Membership as reported by

Public Schools of North Carolina • Department of Public Instruction

EC Student

= Exceptional Children: those who receive special education under Federal Law
I.D.E.A.

Nationally recommended School Nurse to Student ratio is 1 nurse for every 750 students: (1:750)

This national recommendation is endorsed by the American Academy of Pediatrics, National Association of School Nurses, Inc., American Nurses Association, Centers for Disease Control and Prevention, American School Health Association, and many more professional associations in the U.S.

+Meets NASN recommended ratio of 1:750

640 school nurses = 563.15 FTEs.

Nine positions were vacant during the 1999-00 school year for a total of 649 school nurse positions in NC Public Schools.

DATA SOURCE:

1999-00 School Nurse Survey compiled by regional School Nurse Consultants
N. C. Division of Public Health • Department of Health and Human Services
and
Public Schools of North Carolina • Department of Public Instruction

Health Management for New High-Risk Populations in School

- **Homeless** (skin diseases, no immunizations)
- **Children prenatally exposed to drugs**
(alcohol, crack, & cocaine who have special needs)
- **Children with chronic health problems & medications** (controlled substance, emergency)
- **Children who are technically dependent and need special procedures** (tube feedings, tracheal suction)
- **Children (& staff) infected with bloodborne pathogen** (hepatitis B, HIV)
- **Children, ages 3 - 21 with developmental delays or disabilities**

Instructional Support

- Instructional Support Personnel are allotted guaranteed positions that can be used for school guidance counselors, social workers, nurses, psychologists, media specialists, speech/language pathologists, audiologists, and teachers.
- LEA's receive one position for each 200.1 pupils.
- LEA's determine how many of various positions to hire.
- Instructional support positions may be converted to dollar allotments only to contract for school nursing and school psychology services. In 1999-00 13 LEA's converted 27 positions into \$1.3 million for contracted services.
- Categorical allotments (low-wealth, at-risk, exceptional children, etc.) can also be used to hire instructional support personnel.

State Budget Overview

- Total Instructional Support Allotment 2000-01:
\$319.3 million (includes benefits)
- Instructional Support positions budgeted 2000-01:
6,545.5
- Instructional support positions hired from categorical funding 1999-00:
1,245 at an estimated cost of \$58.25 million
(85% from exceptional children funding)
- Estimated total State-funded Instructional Support positions:
7,790

Source: DPI Salary Administration

September 22, 2000

Joint Education Oversight Committee

School Nurses

- Since 7/1/1993 all newly hired school nurses must be nationally certified by American Nurses Association or National Association of School Nurses.
- Certified school nurses are paid on the "M" teacher salary schedule.
- Non-certified school nurses are paid on salary range 68 (\$2,280-\$4,044/monthly).
- In 1999-2000 67% of school nurses were nationally certified.
- 65% of School Nurses are state funded.
- Average Salary (99-00): Certified school nurse \$37,163
- Average Salary (99-00): Non-certified nurse \$29,786

School Nurse Summary: 1999-2000								
Based on LEA Payroll Data								
	State		Local		Federal		Total	
	FTE	Spending	FTE	Spending	FTE	Spending	FTE	Spending
Certified	128	\$5,540,846	53	\$2,043,355	6	\$230,644	187	\$7,814,845
Noncertified	52	\$1,804,136	37	\$1,216,273	3	\$109,107	92	\$3,129,516
Total	180	\$7,344,982	90	\$3,259,628	9	\$339,751	279	\$10,944,361

Source: DPI Salary Administration

Guidance Counselors and Social Workers

- Guidance counselors and social workers are paid on the teacher salary schedule based on class level of their license and experience level.
- Average Salary (99-00):

Guidance Counselor	\$37,299
Social Worker	\$35,266
- 95% of guidance counselors are state funded, and 95% of these are paid from Instructional Support allotments.
- 84% of social workers are state funded

Guidance Counselor and Social Worker Summary: 1999-2000

	State		Local		Federal		Total	
	<u>FTE</u>	<u>Spending</u>	<u>FTE</u>	<u>Spending</u>	<u>FTE</u>	<u>Spending</u>	<u>FTE</u>	<u>Spending</u>
Guidance Counselors	2,899	\$126,806,278	120	\$4,361,086	37	\$1,604,528	3,056	\$132,771,893
Social Workers	455	\$19,031,364	64	\$2,348,447	25	\$966,495	544	\$22,346,306

Source: DPI Salary Administration

School Social Work In North Carolina

September 26, 2000

Joint Legislative Education Oversight Committee Meeting

Presenters:

Joanie Beale, Parent, Wake County Schools

Pauline Brown, LSSW, School Social Services Supervisor
Guilford County Public Schools

Linda Hart, LSSW, New Hanover County School Social Worker

Meredith Kolk, LSSW, Guilford County School Social Worker

Kim Lillig, LSSW, Wake County School Social Worker

Camille Miller, Assistant Principal, Willow Springs Elementary School

Gary Shaffer, Ph. D., Associate Professor, UNC-CH School of Social Work

These materials were prepared by Dr. Shaffer and Ms. Lillig for the
National Association of Social Workers - NC Chapter and the
North Carolina Association of School Social Workers © 2000

What Do School Social Workers Do?

School Social Workers Increase Academic Achievement By . . .

- Working with families in their homes and communities and discussing student issues directly with parents
- Serving as a liaison among schools, homes and communities
- Working with families and other school personnel to reduce the achievement gap that exists among some low-income and minority students
- Working individually and in groups with students to keep our schools safe and drug-free

Who Are School Social Workers?

Licensed Professionals

- In our state, School Social Workers are licensed by the NC Department of Public Instruction at the
 - Advanced MSW & Ph.D. level
 - MSW level
 - BSW level



The NC General Assembly Supports School Social Workers

- The Basic Education Program (BEP) passed by the General Assembly in 1985 provided the impetus for much of the growth in school social work in our state.

Staffing Under The BEP

- The BEP established a staffing ratio for State reimbursement at

—One School Social Worker for every 2,500 students and at least one per county

Service Challenge

- Most NC School Social Workers serve multiple schools, often 3 - 4, in multiple locations, and a large number of students.
- Unfortunately, the ratio of 1:2,500 fails to recognize differences among schools, communities and special student populations.

Some NC School Social Workers serve only one school; often these are special programs or clinics

- Alternative schools
- School based health clinics
- Homeless schools
- Programs for special needs children and youth
- Community in Schools programs

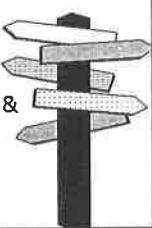
Today some school districts still have none...

- Alexander, Camden, Caswell, Clay, Clinton, Currituck, and Edenton/Chowan
- Dare, Elkin, Graham, Jones, Macon McDowell, Mitchell, and Montgomery
- Mooresville, Northhampton, Pamlico, Polk, Roanoke Rapids, Rutherford
- Shelby, Stokes, Surry, Swain and Thomasville

Source: 1999-2000 CPI Data

School Social Work Functions

- Services with Families and Communities
- Direct Services with Students
- Program Planning and Evaluation
- Advocacy
- Consultation and Education
- Professional Practice, Development & Management



Services with Families and Communities

- Parent involvement

School Social Workers are the ONLY professionals in the school that routinely make home visits an integral component of their services to children and families. This strengthens the family/school connection and increases parent involvement.

Services with Families and Communities

- Information and Referral
- Educational groups
- Interpret school policies and procedures
- Identify & help resolve school-wide and community needs
- Case management

Direct Services with Students

- Assessment of student needs
- Reduction of the number of absences and school dropouts through attendance interventions
- Development of strategies that prevent school violence and provision of crisis intervention services
- Provision of individual and group counseling
- Prevention of costly litigation by mediating disputes between students, parents and school systems
- Facilitation of interagency agreements
- Coordination of service delivery for students with multiple needs

Progress Measures (from Wake County)



Program Planning and Evaluation

- School/system/community needs assessment
- Help coordinate services with the school system and community
- Assess individual and department practices
- Promote a positive school climate



Advocacy

- Help implement federal & state rules and regulations and ensure due process
- Provide child abuse and neglect prevention, identification and referral
- Promote ethical, culturally sensitive practice

Advocacy requires knowledge of

■ CA/N Statutes	■ Suspension & Expulsion
■ IDEA	■ Confidentiality & Informed Consent
■ Section 504	■ Discrimination
■ FERPA	■ Title IX
■ McKinney Homeless Assistance Act	■ Welfare Reform
■ Compulsory Ed	■ NC - ABCs
■ Corporal Punishment	

Consultation and Education

- Help identify barriers to academic achievement
- Promote collaboration with families
- Create a caring, safe and drug free school
- Initiate preventive interventions
- Reduce mental health and emotional impairments
- Develop problem solving skills

Professional Practice, Development and Management

- Adhere to ethical practice and values
- Seek appropriate consultation and supervision
- Support LEAs through professional renewal and using best practice methods
- Maintain accurate and timely records

Challenges for Social Workers

- Increasing awareness of appropriate and effective roles of School Social Workers
- Working effectively in situations where the School Social Worker to student ratio remains incredibly high
- Employing and mentoring qualified school social work practitioners, especially while the pay grades are not on parity with those of similarly educated school psychologists
- Standardizing basic school social work job descriptions and functions across the state

Working Together for Change

- National Association of Social Workers
North Carolina Chapter
- North Carolina School Social Workers
Association
- School Social Work Association of
America
- Council on Social Work Education
Accredited Colleges & Universities

We can make a difference!

- "In spite of the many problems permeating the schools, there is enough flexibility in the system today for one creative, energetic social worker to make a significant difference in the lives of thousands of children."

Norma Radin
School Social Work Practitioner and Educator

WWW Resources

- The National Association of Social Workers
<http://www.NASWdc.org>
- The National Assoc. of Social Workers - NC Chapter
<http://members.aol.com/naswnc>
- The North Carolina School Social Workers Association
<http://hometown.aol.com/nccswa/home.html>
- The Council on Social Work Education
<http://www.cswe.org>
- The School Social Work Association of America
<http://www.sswaa.org>
- The North Carolina Department Of Public Instruction
<http://www.dpi.state.nc.us>

G

SCHOOL NURSES

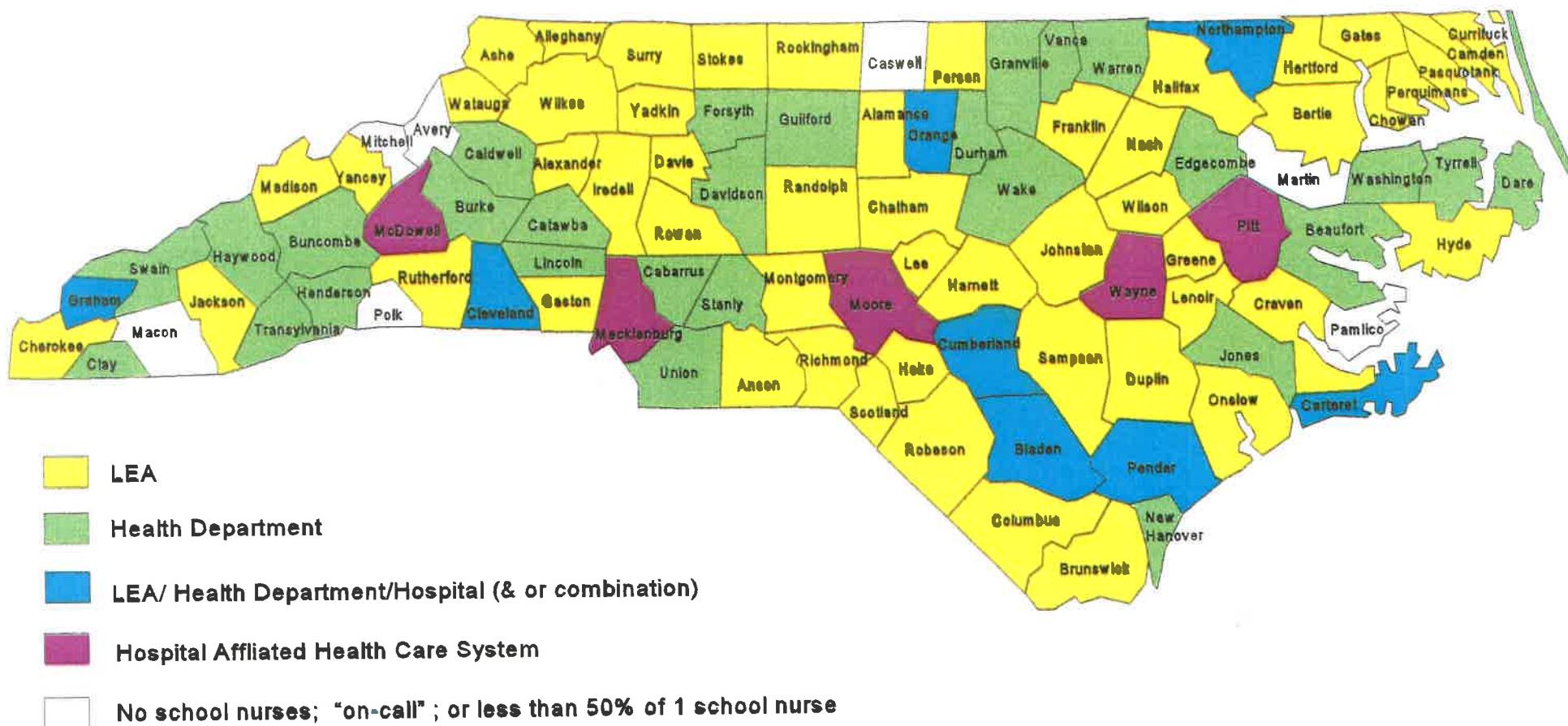
S.L. 1999-237, SEC. 8.23

Requested by: Representatives Boyd-McIntyre, Oldham, Rogers, Easterling, Hardaway, Redwine, Senators Lee, Dalton, Plyler, Perdue, Odom

NEED FOR SCHOOL NURSES/STUDY

Section 8.23. The Joint Legislative Education Oversight Committee shall examine the need for additional nurses in the public schools. If the Committee finds that additional nurses are necessary, the Committee shall forward the results of the study to public and private entities concerned about issues related to health care.

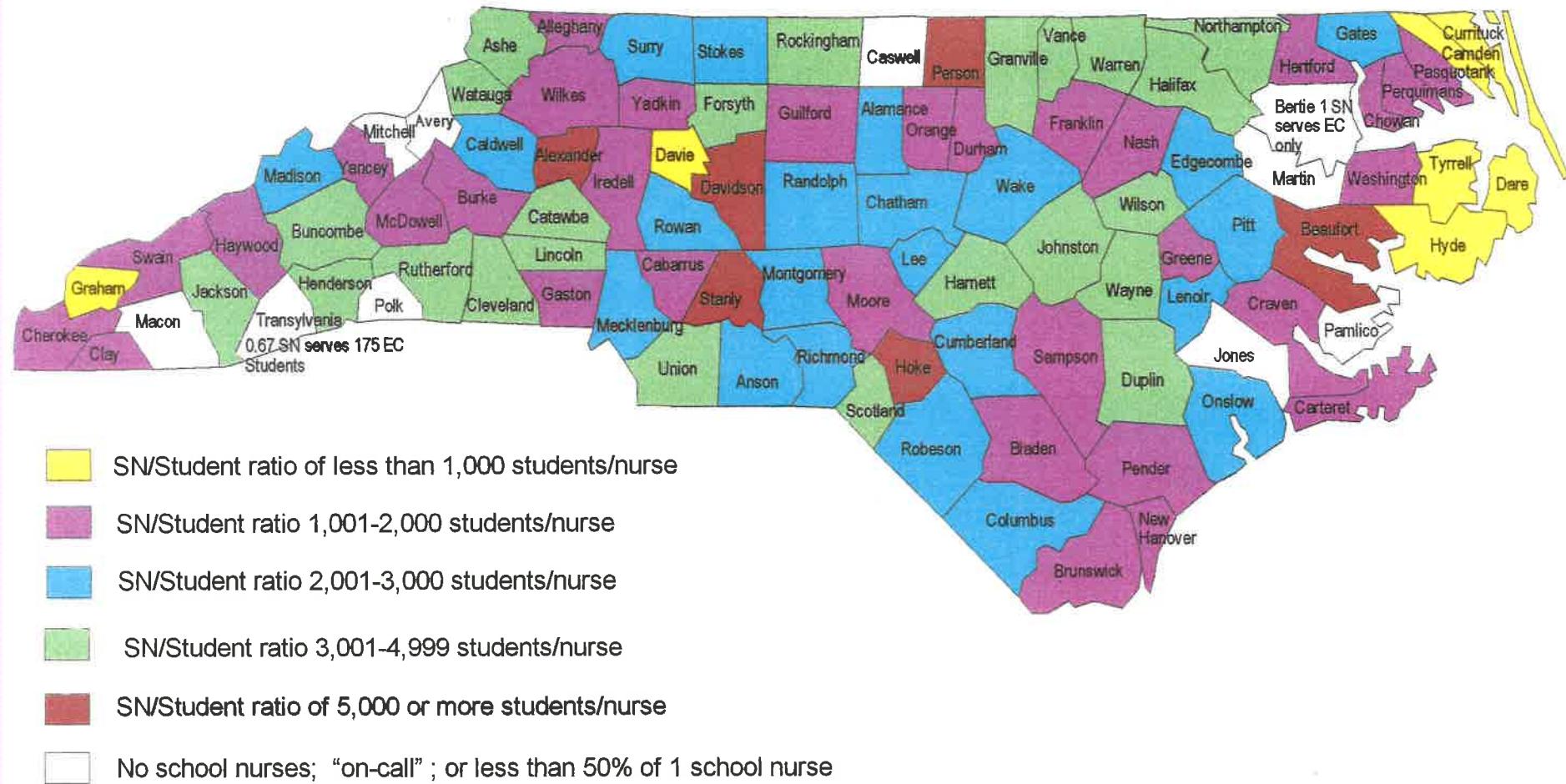
Administrative Responsibility for School Nursing Services School Year 1999-00



**Note: Most counties do not have sufficient numbers of school nurses.
More information on each county is available.**

Updated: 7-00

**School Nurse/Stuc Ratio SY 1999-2000
(Ratio is based upon full-time equivalencies [FTEs])**



Note: The National Association of School Nurses recommends a SN/student ratio of 1:750
North Carolina average state-wide ratio 1: 2198

July 2000

(5) Initial application for Out-of-State certificate, \$85.00.

(6) All other applications, \$85.00.

The applicant must pay the fee at the time the application is submitted.

115C-296

(b) It is the policy of the State of North Carolina to maintain the highest quality teacher education programs and school administrator programs in order to enhance the competence of professional personnel certified in North Carolina. To the end that teacher preparation programs are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead agency in coordination and cooperation with the University Board of Governors, the Board of Community Colleges and such other public and private agencies as are necessary, shall continue to refine the several certification requirements, standards for approval of institutions of teacher education, standards for institution-based innovative and experimental programs, standards for implementing consortium-based teacher education, and standards for improved efficiencies in the administration of the approved programs. The certification program shall provide for initial certification after completion of preservice training, continuing certification after three years of teaching experience, and certificate renewal every five years thereafter.

The State Board of Education, as lead agency in coordination with the Board of Governors of The University of North Carolina and any other public and private agencies as necessary, shall continue to raise standards for entry into teacher education programs.

The State Board of Education, in consultation with the Board of governors of The University of North Carolina, shall evaluate and develop enhanced requirements for continuing certification. The new requirements shall reflect more rigorous standards for continuing certification and to the extent possible shall be aligned with quality professional development programs that reflect State priorities for improving student achievement.

The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall reevaluate and enhance the requirements for renewal of teacher certificates. The State Board shall consider modifications in the certificate renewal achievement and to make it a mechanism for teachers to renew continually their knowledge and professional skills. The State Board shall adopt new standards for the renewal of teacher certificates by May 15, 1998.

The standards for approval of institutions of teacher education shall require that teacher education programs for students who do not major in special education include demonstrated competencies in the identification and education of children with learning disabilities. The State Board of Education shall incorporate the criteria developed in accordance with G.S. 116-74.21 for assessing proposals under the School Administrator Training Program into its school administrator program approval standards.

All North Carolina institutions of higher education that offer teacher education programs, masters degree programs in education, or masters degree programs in school administration shall provide performance reports to the State Board of Education. The performance reports shall follow a common

format, shall be submitted according to a plan developed by the State Board, and shall include the information required under the plan developed by the State Board.

(b1) The State Board of Education shall develop a plan to provide a focused review of teacher education programs and the current process of accrediting these programs in order to ensure that the programs produce graduates that are well prepared to teach. The plan shall include the development and implementation of a school of education performance report for each teacher education program in North Carolina. The performance report shall include at least the following elements: (i) quality of students entering the schools of education, including the average grade point average and average score on preprofessional skills tests that assess reading, writing, math and other competencies; (ii) graduation rates; (iii) time-to-graduation rates; (iv) average scores of graduates on professional and content area examination for the purpose of certification; (v) percentage of graduates receiving initial certification; (vi) percentage of graduates hired as teachers; (vii) percentage of graduates remaining in teaching for four years; (viii) graduate satisfaction based on a common survey; and (ix) employer satisfaction base on a common survey. The performance reports shall follow a common format. The performance reports shall be submitted annually for the 1998-99, 1999-2000, and 2000-2001 school years. The performance reports shall be submitted biannually thereafter to coincide with the Board of governors' biannual report institutional effectiveness. The State Board of Education shall develop a plan to be implemented beginning in the 1998-99 school year to reward and sanction approved teacher education programs and masters of education programs and to revoke approval of those programs based on the performance reports and other criteria established by the State Board of Education.

The State Board also shall develop and implement a plan for annual performance reports for all masters degree programs in education and school administration in North Carolina. To the extent it is appropriated, the performance report shall include similar indicators to those developed for the performance report for teacher education programs. The performance reports shall follow a common format.

Both plans for performance reports also shall include a method to provide the annual performance reports to the Board of Governors of The University of North Carolina, the State Board of Education, and the boards of trustees of the independent colleges. The State Board of Education shall review the schools of education performance reports and the performance reports for masters degree programs in education and school administration each year the performance reports are submitted.

(c) It is the policy of the State of North Carolina to encourage lateral entry into the profession of teaching by skilled individuals from the private sector. To this end, before the 1985-86 school year begins, the State Board of Education shall develop criteria and procedures to accomplish the employment of such individuals as classroom teachers. Regardless of credentials or competence, no one shall begin teaching above the middle level of differentiation. Skilled individuals who choose to enter the profession of teaching laterally may be granted a provisional teaching certificate for no more than five years and shall be required to obtain certification before contracting for a sixth year of service with any local administrative unit in this State.

Requested by: Representatives Boyd-McIntyre, Oldham, Rogers, Easterling, Redwine, Senators Lee, Dalton, Plyler, Perdue, Odom

EXPAND FOCUSED INDUSTRIAL TRAINING PROGRAM

Section 9. The State Board of Community Colleges may expand the scope of the Focused Industrial Training (FIT) Program. The expanded program may provide customized training programs for manufacturing industries and for companies and industries involved in the design and programming of computers and telecommunications systems.

Requested by: Representatives Boyd-McIntyre, Oldham, Rogers, Easterling, Redwine, Senators Lee, Dalton, Plyler, Perdue, Odom

STATE BOARD RESERVE ALLOCATIONS

Section 9.1. Section 9.6 of S.L. 1999-237 reads as rewritten:

"Section 9.6.(a) The State Board of Community Colleges shall use funds from the State Board Reserve in the amount of one hundred thousand dollars (\$100,000) for each fiscal year to assist small rural low-wealth community colleges with operation and maintenance of plant costs if they need to assist new or expanding industries in their service delivery areas.

Section 9.6.(b) The State Board of Community Colleges shall use funds from the State Board Reserve in the amount of forty thousand dollars (\$40,000) for the 1999-2000 fiscal year to support the recruitment activities of the North Carolina Industries for Technical Education (NCITE). NCITE recruits students to community colleges with Heavy Equipment and Transportation Technology Programs in an effort to revitalize those programs.

Section 9.6.(c) The State Board of Community Colleges, in consultation with Cape Fear Community College, Brunswick Community College, and Southeastern Community College, shall use funds from the State Board Reserve in the amount of one hundred thousand dollars (\$100,000) for the 1999-2000 fiscal year for planning a Southeastern North Carolina Regional Fire Training Program and twenty thousand dollars (\$20,000) for the 1999-2000 fiscal year for other fire training programs.

Section 9.6.(d) The State Board of Community Colleges shall use funds from the State Board Reserve in the amount of seventy-five thousand dollars (\$75,000) for the 2000-2001 fiscal year for surveys, research, data collection, and analysis required to implement performance budgeting and improve accountability.

Section 9.6.(e) The State Board of Community Colleges shall use funds from the State Board Reserve in the amount of one hundred thousand dollars (\$100,000) for the 2000-2001 fiscal year to provide funds to the Community Colleges System Office to continue development of the virtual learning community."

Requested by: Representatives Boyd-McIntyre, Oldham, Rogers, Easterling, Redwine, Senators Lee, Dalton, Plyler, Perdue, Odom

REPORT CARD ON TEACHER EDUCATION PROGRAMS/STUDY OF HIGH SCHOOL PROGRAMS

Section 9.2.(a) G.S. 115C-296(b1) reads as rewritten:

"(b1) The State Board of Education shall develop a plan to provide a focused review of teacher education programs and the current process of accrediting these programs in order to ensure that the programs produce graduates that are well prepared to teach. The plan shall include the development and implementation of a school of education performance report for each teacher education program in North Carolina. The performance report shall include at least the following elements: (i) quality of students entering the schools of education, including the average grade point average and average score on preprofessional skills tests that assess reading, writing, math and other competencies; (ii) graduation rates; (iii) time-to-graduation

rates; (iv) average scores of graduates on professional and content area examination for the purpose of certification; (v) percentage of graduates receiving initial certification; (vi) percentage of graduates hired as teachers; (vii) percentage of graduates remaining in teaching for four years; (viii) graduate satisfaction based on a common survey; and (ix) employer satisfaction based on a common survey. The performance reports shall follow a common format. The performance reports shall be submitted ~~annually for the 1998-99, 1999-2000, and 2000-2001 school years. The performance reports shall be submitted biannually thereafter to coincide with the Board of Governors' biannual report institutional effectiveness annually.~~ The State Board of Education shall develop a plan to be implemented beginning in the 1998-99 school year to reward and sanction approved teacher education programs and masters of education programs and to revoke approval of those programs based on the performance reports and other criteria established by the State Board of Education.

The State Board also shall develop and implement a plan for annual performance reports for all masters degree programs in education and school administration in North Carolina. To the extent it is appropriated, the performance report shall include similar indicators to those developed for the performance report for teacher education programs. The performance reports shall follow a common format.

Both plans for performance reports also shall include a method to provide the annual performance reports to the Board of Governors of The University of North Carolina, the State Board of Education, and the boards of trustees of the independent colleges. The State Board of Education shall review the schools of education performance reports and the performance reports for masters degree programs in education and school administration each year the performance reports are submitted. The State Board shall submit the performance report for the 1999-2000 school year to the Joint Legislative Education Oversight Committee by December 15, 2000. Subsequent performance reports shall be submitted to the Joint Legislative Education Oversight Committee on an annual basis by October 1."

Section 9.2.(b) The General Assembly believes educational programs for high school students should provide student accountability, program accountability, access, and efficiency. Therefore, the Education Cabinet, created under G.S. 116C-1, shall study public school, community college, and university programs offered to high school students. These programs include the cooperative high school program, the adult high school diploma program, advanced placement courses, honors courses, and university courses offered to high school students. The Cabinet shall do the following:

- (1) Examine these programs for overlap.
- (2) Consider which education entity is the most appropriate one to offer each program.
- (3) Consider distance learning options.
- (4) Examine whether there should be tuition waivers for high school students who take courses at community colleges or universities.
- (5) Determine whether there should be a minimum age for participation in the adult high school program.
- (6) Determine the feasibility, advantages and disadvantages, procedures, and costs for requiring students who participate in the adult high school program to take tests required of high school students taking the same courses.
- (7) Evaluate the recent recommendations concerning the cooperative high school program that were made to the Joint Legislative Education Oversight Committee by the State Board of Education and the State Board of Community Colleges. In particular, the Cabinet shall determine whether students should receive weighted

Rewards and Sanctions

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every five years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, beginning this fall, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Criterion 1: Compliance with State and National Accreditation Standards

Teacher education programs must reflect the standards which have been adopted for the profession. They must be unified and coherent. They must reflect the knowledge base of the profession and the wisdom of practice.

Does Not Meet Criterion	Meets Criterion	Exceeds Criterion
0 The unit does not meet national accreditation standards.	10 The unit meets all national accreditation standards, but weaknesses have been cited.	15 The unit meets all national accreditation standards and no weaknesses have been cited.
0 Unmet state standards have been identified in one or more specialty area programs.	10 All specialty area programs meet state accreditation standards, but weaknesses have been cited.	15 All specialty area programs meet all state standards and no weaknesses have been cited.

Criterion 2: Quality of Program Completers

Teacher education programs must produce individuals who know the subject matter they teach, have the pedagogical knowledge and skills to effectively meet the needs of diverse learners, and demonstrate the dispositions associated with effective teaching.

Does Not Meet Criterion	Meets Criterion	Exceeds Criterion
0 Fewer than 70% of program completers satisfactorily complete the Principles of Learning and Teaching exam within the authorized period.	5 70-85% of program completers satisfactorily complete the Principles of Learning and Teaching exam within the authorized period.	10 More than 85% of program completers satisfactorily complete the Principles of Learning and Teaching exam within the authorized period.
0 Fewer than 70% of program completers pass the specialty area exams within the authorized period.	5 70-85% of program completers pass the specialty area exams within the authorized period.	10 More than 85% of program completers pass the specialty area exams within the authorized period.
0 Fewer than 95% of program completers satisfactorily complete the Initial Licensure Program.	5 95-99% of program completers satisfactorily complete the Initial Licensure Program.	10 All program completers satisfactorily complete the Initial Licensure Program.

Does Not Meet Criterion	Meets Criterion	Exceeds Criterion
0 Fewer than 70% of program completers express satisfaction with the program.	5 70-85% of program completers express satisfaction with the program.	10 More than 85% of program completers express satisfaction with the program.
0 Fewer than 70% of program completers express satisfaction with their preparation to use technology in the classroom.	5 70-85% of program completers express satisfaction with their preparation to use technology in the classroom.	10 More than 85% of program completers express satisfaction with their preparation to use technology in the classroom.
0 Fewer than 70% of employers express satisfaction with program completers.	5 70-85% of employers express satisfaction with program completers.	10 More than 85% of employers express satisfaction with program completers.
0 Fewer than 70% of employers express satisfaction with the preparation of program completers to use technology in the classroom.	5 70-85% of employers express satisfaction with the preparation of program completers to use technology in the classroom.	10 More than 85% of employers express satisfaction with the preparation of program completers to use technology in the classroom.

Criterion 3: Involvement with/Service to the Public Schools

Teacher education programs can not exist in isolation from the public schools. There must be on-going involvement with public schools. Programs must serve the needs of the public schools.

Does Not Meet Criterion	Meets Criterion	Exceeds Criterion
0 There is minimal on-going teacher education faculty involvement with the public schools.	5 Most teacher education faculty are regularly involved with the public schools in substantive ways.	10 Faculty from teacher education and disciplines outside education are regularly involved with the public schools in substantive ways.
0 There is minimal institutional involvement with area public schools.	5 The institution supports and maintains public school collaborations and partnerships.	10 The institution proactively initiates and builds upon public school collaboratives and partnerships.
0 No special efforts are made to support beginning teachers.	5 Beginning teachers are provided some assistance on an individual or group basis.	10 The institution supports beginning teachers through special programs and initiatives on a consistent basis.
0 No special efforts are made to support lateral entry teachers.	5 General adjustments are made to meet the needs of lateral entry teachers.	10 The institution supports the preparation of lateral entry teachers through special programs and initiatives.
0 No special efforts are made to support career teachers.	5 Career teachers are provided some assistance on an individual or group basis.	10 The institution supports career teachers through special programs and initiatives on a consistent basis.

REWARDS AND SANCTIONS

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further rewards/sanctions are described below.

Rewards:

Institutions receiving an overall rating that falls within the range for "exceeding criterion" will be recognized by the State Board of Education as "Exemplary" and receive funds to support institutional scholarships for prospective teachers. The data generated by the first Performance Report will be used as benchmarking data to establish the range for "exceeding criterion." Five hundred scholarships of \$2500 each would be allotted among those institutions designated as "Exemplary," with a base number of scholarships going to each of these institutions and additional allotments based on enrollment in the teacher education program. To fund these scholarships, a budgetary request in the amount of \$1.25 million dollars (recurring and non-reverting) would need to be made to the General Assembly.

Sanctions:

For each item on the assessment scale on which the institution receives a rating of "Does Not Meet Criterion" the institution will be required to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. If an institution receives the same "Does Not Meet Criterion" on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the State Board of Education and may result in closure of the licensure program.

North Carolina Education Leadership Initiatives

The **Educational Leadership Task Force** was established by the 1992 North Carolina General Assembly to identify how to "best select, train, assess, and regulate persons to become competent, motivated, and trusted education leaders (including superintendents, central office program directors, principals, and assistant principals)."

The Task Force was comprised of a mix of representatives from the legislature, State Board of Education, UNC Board of Governors, business and a Dean of a school of education. The work of the Task Force was facilitated by an outside consultant, Joe Murphy of Vanderbilt University. The task force submitted its report and a comprehensive set of recommendations to the Joint Legislative Education Oversight Committee in February 1993. Key recommendations included:

- ***Study supply and demand trends and bring them into balance;***
- ***Reduce the number of preparation programs and revamp remaining programs;***
- ***Raise standards for admission to preparation programs;***
- ***Implement a Principal Fellows scholarship program designed to recruit and train highly qualified candidates ;***
- ***Establish a professional standards board charged with the development of standards for the profession and a rigorous licensure examination ; and***
- ***Enhance the professional development opportunities for principals.***

The recommendations of this group led to a series of reforms designed to address improvement in quality of the key policy areas of recruitment, retention, and ongoing professional development. They included:

- **Standards Board for Public School Administrators**
- **Principal Fellows Program**
- **Reducing and Revamping School Administrator Preparation Programs**
- **Raising Standards for Admission to Preparation Programs and into the Profession**
- **Principals' Executive Program**
- **School Leadership Facility**
- **Ongoing Supply and Demand Analysis**

Questions/Follow-up

- **Standards Board for Public School Administrators**

What is the performance on the licensure test been?

How were the cut scores established?

Are there plans to revisit the cut scores now that there is historical experience?

- **Principal Fellows Program**

What is the track record of Principal Fellows? (Quality, placement, success in the field?)

What does the Program need to do to improve identification of potential leaders?

- **Reducing and Revamping School Administrator Preparation Programs**

What did the course of study look like before the programs were revised and what does it look like now?

Are the programs taught differently?

- **Raising Standards for Admission to Preparation Programs**

How has quality been measured in preparation programs?

Has the quality of candidates changed?

Are there uniform, minimum admission requirements across the preparation programs?

What is the placement history of the various programs?

What entity has been responsible for program approval since the number of programs was reduced?

What measures have the UNC Board of Governors taken to ensure that the MSA programs serve as "gate keepers" that credential only the best qualified candidates?

- **Principals' Executive Program**

Is PEP closely aligned with State priorities?

What training components help principals define achievement strengths and weaknesses and develop strategies to improve?

How do leadership programs work directly with LEAs?

- **Ongoing Supply and Demand Analysis**

Some states report a shortage of candidates for the principalship. Is there really a problem?

Executive Summary

The Educational Leadership Task Force makes the following ten recommendations.

1. Charge the Board of Governors to bring the supply of and demand for school administrators into better balance.
2. Reduce the number of preparation programs in the public system by at least fifty percent.
3. Charge the Board of Governors to develop a plan to have the various campuses compete for authorization to offer administrator preparation programs.
4. Charge the State Board of Education to incorporate the criteria for assessing proposals to operate school administration preparation programs developed from Recommendation 3 into their program approval standards.
5. Charge the Board of Governors to develop a budget that reflects the enhanced resources needed to prepare educational leaders adequately.
6. Charge the Board of Governors to establish a working committee to address the issues of creating and instituting selection criteria that are more rigorous and more tightly linked to success in the practice of school leadership.
7. Fund opportunities for full-time graduate work for prospective school leaders.
8. Establish an independent Professional Standards Board for School Administration and charge it with the responsibility for developing and implementing: (1) a North Carolina administrator examination, the successful completion of which would be required to secure a license to practice school administration in North Carolina, and (2) standards for Administrator Certification, with the State Board of Education continuing to award licensure.
9. Substantially enhance the quality of ongoing professional development opportunities for existing school administrators, including: (1) developing and funding a North Carolina State Educational Leadership Academy; (2) linking license renewal with participation in Educational Leadership Academy programs; and (3) nurturing the growth of a consortium of decentralized professional development opportunities for school leaders.
10. Appoint a study group to assist Local Education Agencies (LEAs) in developing procedures to hire the best qualified candidates.

Principal/Assistant Principal Supply and Demand

*Presentation to the
Joint Legislative Education Oversight Committee*



*The University of North Carolina General
Administration
September 27, 2000*

Sources of Demand (New Hires)

- 1. Enrollment growth in public, private, and charter schools**
- 2. Changes in staffing patterns (e.g., use of more assistant principals in middle schools)**
- 3. Changes in average school size caused by uneven enrollment growth by grade or type of school**
- 4. Turnover due to retirements, deaths, resignations, etc. (9.34% per year and increasing)**



The University of North Carolina General Administration

UNC-OP ProgAssess/Q/09-27-00

2

Sources of Supply

- 1. New graduates of UNC and private college programs (36% in 1999-00, 23% in 1995-96)**
- 2. Prior-year graduates of North Carolina institutions (38% in 1999-00, 56% in 1995-96)**
- 3. Out-of-state graduates who move to North Carolina (26% in 1999-00, 21% in 1995-96)**
- 4. Reductions or increases due to licensure requirements and/or salary levels (lost more than 5000 persons with active certificates in the last two years)**



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Reserve Pool—Fall 1999

	<u>55 or younger</u>	<u>Older than 55</u>	<u>Total</u>
1. ♦ Persons with active cert.	6,968	2,326	9,294
♦ Employed as principal or assistant ^{superintendent}	3,775	699	4,474
♦ Employed as supervisor, associate, or assistant	255	93	348
♦ Employed in other public school position	1,981	713	2,694
2. ♦ Active cert. not employed in N.C. pub. schools	957	821	1,778
♦ Worked as principal or assistant in last 5 years	250	248	498



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Projected New Hires and New Graduates

<u>Year</u>	<u>Projected New Hires</u>			<u>Projected New Graduates</u>
	<u>Public</u>	<u>Private/ Charter</u>	<u>Total</u>	
1997-98	424	105	529	162
1998-99	385	111	496	224
1999-00	400	99	499	270
2000-01	413	91	504	328
2001-02	420	89	509	342
2002-03	425	81	506	356
2003-04	431	82	513	370
2004-05	436	83	519	384
2005-06	441	84	525	398
2006-07	444	85	529	411
2007-08	447	86	533	425



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