

# **JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**

## **Agenda**

**Tuesday, February 26, 2002, 10:00 a.m.**  
**Room 643, Legislative Office Building**

### **♦ WELCOME AND INTRODUCTIONS**

Senator Dalton and Representative Rogers, Cochairs

### **♦ AUTHORIZING LEGISLATION (10:20-10:25)**

Ms. Robin Johnson, Committee Counsel

### **♦ BUDGET (10:25-10:30)**

Ms. Sara Kamprath, Committee Policy Analyst

### **♦ OVERVIEW OF 2001 SUBSTANTIVE LEGISLATION AND APPROPRIATIONS (10:30-10:50)**

Dr. Shirley Iorio, Committee Education Specialist

### **♦ REVIEW OF STUDIES (10:50-11:00)**

Ms. Robin Johnson, Committee Counsel

### **♦ UPDATE ON THE PROFESSIONAL DEVELOPMENT REPORT (11:00-11:10)**

Dr. Shirley Iorio, Committee Education Specialist

### **♦ UPDATE ON THE DISCREPANCIES IN COMMUNITY COLLEGE FACULTY SALARIES STUDY (11:10-11:20)**

Ms. Kristine Leggett, Fiscal Analyst

### **♦ ASSISTANCE FOR NC STUDENTS ATTENDING PRIVATE COLLEGES AND UNIVERSITIES (11:20-1:00)**

Ms. Sara Kamprath, Committee Policy Analyst

Mr. Steve Brooks, Executive Director, NC State Education Assistance Authority

Dr. A. Hope Williams, President, NC Independent Colleges and Universities

Dr. Julianne Still Thrift, President, Salem College

Mr. Randy Doss, Dean of Enrollment, Guilford College

### **♦ LUNCH BREAK (1:00-2:00)**

### **♦ HOUSE BILL 275 EXPENDITURE REPORT (2:00-3:00)**

Ms. Kristine Leggett, Fiscal Analyst

Mr. Kennon Briggs, Vice-President of Business and Finance, NC Community College System



# **JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**

## **Agenda**

**Wednesday, February 27, 2002, 9:00 a.m.**  
**Room 421, Legislative Office Building**  
**Senator Dalton, presiding**

♦ **WELCOME**

Senator Dalton, Cochair

♦ **NO CHILD LEFT BEHIND REVIEW (9:00-10:00)**

Mr. David Shreve, Senior Committee Director for the Education, Labor, and  
Workforce Development Committee, National Conference of State  
Legislatures

♦ **SOUTHERN REGIONAL EDUCATION BOARD (10:00-1:00)**  
**FIRST IN THE SOUTH**

**REVIEW OF SREB AUDIT OF STATE TESTING PROGRAM**

Mr. Mark Musick, President of Southern Regional Education Board

Mr. Jim Watts, Vice President for State Services, Southern Regional Education  
Board



JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE  
2001-2002 SESSION

February 26<sup>th</sup> and 27<sup>th</sup>, 2002

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**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE  
2001 STUDIES**

<b>ISSUE</b>	<b>AUTHORIZING LEGISLATION</b>	<b>MAY or SHALL</b>	<b>REPORT DATE</b>
<b><i>State's Testing Program</i></b>	S.L. 2001-424 Sec. 28.17(i)	Shall	By Short Session
<b><i>State Laws Governing Special Education and Related Services for Children with Disabilities</i></b>	S.L. 2001-424 Sec. 28.29(b)	Shall  In consultation with DPI	By Short Session
<b><i>Salaries of Food Service Workers and Custodians Employed by Public Schools</i></b>	S.L. 2001-424 Sec. 28.34	Shall	By Short Session
<b><i>Salary Differentials for Instructional Personnel</i></b>	S.L. 2001-424 Sec. 28.37(a)	Shall	By Short Session
<b><i>Salary Differentials for Instructional Support Personnel</i></b>	S.L. 2001-424 Sec. 28.37(b)	Shall	By Short Session
<b><i>Benefits to Part-time Teachers to Recruit Certified Teachers Back into the Classroom</i></b>	S.L. 2001-424 Sec. 29.2(c)	Shall	April 1, 2002
<b><i>Increasing the Size of the Teaching Fellows Program</i></b>	S.L. 2001-424 Sec. 29.2(d)	Shall	
<b><i>Discrepancies in Community College Faculty Salaries</i></b>	S.L. 2001-424 Sec. 30.8	Shall	By Short Session
<b><i>Professional Development Programs for Public School Professionals</i></b>	S.L. 2001-424 Sec. 31.4(c)-(e)	Shall hire independent consultant; shall review consultant's findings; shall report	By Short Session
<b><i>Management Flexibility for Special Responsibility Constituent Institutions</i></b>	S.L. 2001-424 Sec. 31.11(c)	Shall	By 2003 Session
<b><i>Residential Charter Schools</i></b>	S.L. 2001-491 Sec. 8.2	May	By 2002 Session or 2003 Session
<b><i>Halifax Community College Service Area</i></b>	S.L. 2001-491 Sec. 8.4	May	By 2002 Session or 2003 Session
<b><i>Teaching Personal Financial Literacy in Schools</i></b>	S.L. 2001-491 Sec. 8.5	May	By 2002 Session or 2003 Session
<b><i>Classroom Experience for School Personnel</i></b>	S.L. 2001-491 Sec. 8.6	May	By 2002 Session or 2003 Session
<b><i>Schoolwork of Suspended Students</i></b>	S.L. 2001-491 Sec. 8.7	May	By 2002 Session or 2003 Session
<b><i>Nutrition in Public Schools</i></b>	S.L. 2001-491 Sec. 8.8	May	By 2002 Session or 2003 Session
<b><i>Tuition Rates for Noncitizen Immigrant Students</i></b>	S.L. 2001-491 Sec. 8.9	May	By 2002 Session or 2003 Session



**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**  
**2001 STUDIES**

<b>ISSUE</b>	<b>AUTHORIZING LEGISLATION</b>	<b>MAY or SHALL</b>	<b>REPORT DATE</b>
<b><i>Science, Mathematics, and Technology Education</i></b>	S.L. 2001-491 Sec. 8.10	May	By 2002 Session or 2003 Session
<b><i>Health Care Personnel Education</i></b>	S.L. 2001-491 Sec. 8.11	May	By 2002 Session or 2003 Session
<b><i>Community Coll. (Requiring nine-month contracts, relationship between summer term instruction and faculty/staff salaries, and additional student services positions)</i></b>	S.L. 2001-491 Sec. 8.12	May	By 2002 Session or 2003 Session
<b><i>Prescription of Ritalin and Other Drugs to Children Diagnosed ADD/ADHD</i></b>	S.L. 2001-491 Sec. 8.13	May	By 2002 Session or 2003 Session
<b><i>Review of Low-Wealth School Funding Formula</i></b>	S.L. 2001-491 Sec. 8.14	May	By 2002 Session or 2003 Session
<b><i>Meeting the Needs of Students with Disabilities</i></b>	S.L. 2001-491 Sec. 8.15	May	By 2002 Session or 2003 Session
<b><i>High Priority School Assistance</i></b>	S.L. 2001-491 Sec. 8.16	May	By 2002 Session or 2003 Session
<b><i>Performance-Based Licensure Program</i></b>	S.L. 2001-491 Sec. 8.17	May	By 2002 Session or 2003 Session
<b><i>Advisory State Board of Education Members</i></b>	S.L. 2001-491 Sec. 8.18	May	By 2002 Session or 2003 Session
<b><i>Speech and Language Pathology Caseloads and Severity Rating Scales</i></b>	S.L. 2001-491 Sec. 8.19	May	By 2002 Session or 2003 Session
<b><i>Participation of Nonpublic Students in Public School Extracurricular Activities</i></b>	S.L. 2001-491 Sec. 8.20	May	By 2002 Session or 2003 Session
<b><i>Higher Education Residency Requirements</i></b>	S.L. 2001-491 Sec. 8.21	May	By 2002 Session or 2003 Session





## **FAIRNESS IN TESTING PROGRAM**

**SECTION 28.17.(i)** The Joint Legislative Education Oversight Committee shall study the State's testing program. As part of this study, the Committee shall consider:

- (1) The number of tests currently mandated at the State level and the process and cost of developing, validating, and scoring them.
- (2) Whether the State should consider the use of nationally developed tests as a substitute to State-developed testing. In particular, the Committee shall determine whether this use would (i) affect the ABCs Program, (ii) adequately measure student achievement and performance, (iii) provide more than minimum levels of achievement, (iv) provide a better comparison to student achievement and performance in other states, (v) be practical for high school courses or higher level courses, (vi) reduce the need for field testing, and (vii) offer any cost savings to the State.
- (3) The number of grades in which State tests are given. The Committee shall determine the necessity for testing all grades in third through eighth grades, whether a reduction in the grades tested would affect the receipt of federal money, and the extent to which a reduction would impair the State's ability to identify schools under the ABCs Program.
- (4) The high school courses for which State tests are given and whether there is an appropriate distribution of tests across grades nine through 12 and that test an appropriate array of the minimum courses required for admission to the constituent institutions of The University of North Carolina. In addition, the Committee shall examine whether students who take higher level courses and students in 12th grade are held accountable for their academic growth and performance.
- (5) The advantages and disadvantages of using a composite of end-of-course tests or other tests such as the SAT, AP tests, or other nationally standardized tests in high school rather than developing a high school exit exam. If the Committee finds a high school exit exam is preferable, then it shall determine whether it must be administered to all students or limited to certain students, for example, those who do not take the SAT or a certain number of courses for which there are end-of-course tests.
- (6) The extent to which additional testing, including field testing, practice testing, and locally mandated testing, is occurring and whether this should be limited or prohibited.
- (7) Evaluate alternative schools to determine how educational achievement is being advanced in these alternative school programs and that placement in these programs is to improve student performance rather than improve the performance of the school in which the student originally was assigned.
- (8) Any other issue the Committee considers relevant.

The Committee shall report its findings and any recommendations, including recommended legislation, to the 2002 Regular Session of the 2001 General Assembly.

## **MODIFY LAW REGARDING CHILDREN WITH DISABILITIES**

**SECTION 28.29.(b)** The Joint Legislative Education Oversight Committee, in consultation with the Department of Public Instruction, shall examine the State laws governing special education and related services for children with disabilities to identify and recommend statutory changes needed to bring State law in conformity with recent changes in the federal Individuals with Disabilities Education Act (IDEA). The Committee shall report to the 2002 Regular Session of the 2001 General Assembly on its recommended changes.



## **STUDY THE SALARIES OF SCHOOL FOOD SERVICE WORKERS AND CUSTODIANS**

**SECTION 28.34.** The Joint Legislative Education Oversight Committee shall study the salaries of food service workers and custodians employed by the public schools. The Committee shall report its findings to the 2002 Regular Session of the 2001 General Assembly.

## **STUDY OF SALARY DIFFERENTIALS FOR INSTRUCTIONAL PERSONNEL AND FOR INSTRUCTIONAL SUPPORT PERSONNEL**

**SECTION 28.37.(a)** The Joint Legislative Education Oversight Committee shall study salary differentials for instructional personnel. In the course of the study, the Committee shall consider the correlation between student performance and salary differentials in the current teacher compensation system, including differentials based on degrees, national certification, and years of service. The Committee shall report its findings and recommendations to the 2002 Regular Session of the 2001 General Assembly.

**SECTION 28.37.(b)** The Joint Legislative Education Oversight Committee shall study salary differentials for instructional support personnel. In the course of the study, the Committee shall consider salary differentials based on degrees and other educational credentials, licensure or certification by State agencies, licensure or certification by private entities, and other factors. The Committee shall report its findings and recommendations to the 2002 Regular Session of the 2001 General Assembly.

## **BENEFITS TO PART-TIME TEACHERS TO ADDRESS TEACHER SHORTAGE**

**SECTION 29.2.(c)** The Joint Legislative Education Oversight Committee shall study the effectiveness of providing benefits to part-time teachers as a means to recruit certified teachers back into the classroom. The Committee shall examine the effectiveness of different methods of providing these benefits. The Committee shall also examine the cost of the recruitment effort, including the cost of incorporating existing part-time teachers into the plan. The Committee shall make a report to the General Assembly by April 1, 2002.

## **INCREASING TEACHING FELLOWS PROGRAM TO ADDRESS TEACHER SHORTAGE**

**SECTION 29.2.(d)** The Joint Legislative Education Oversight Committee shall study the potential effectiveness of increasing the size of the Teaching Fellows Program to improve the supply of qualified teachers for the public schools. In its analysis the Committee shall consider the retention of Teaching Fellows in the teaching profession.

## **STUDY OF DISCREPANCIES IN FACULTY SALARIES**

**SECTION 30.8.** The Joint Legislative Education Oversight Committee shall study discrepancies in community college faculty salaries. In the course of the study, the Committee shall examine faculty salaries at various colleges to determine why salaries at some colleges are above the State average while others are well below it.

The Committee shall report its findings to the 2002 Regular Session of the 2001 General Assembly.



## **STUDY PROFESSIONAL DEVELOPMENT PROGRAMS FOR PUBLIC SCHOOL PROFESSIONALS**

**SECTION 31.4.(c)** The Joint Legislative Education Oversight Committee shall hire an independent consultant to study and make recommendations regarding professional development for public school professionals in North Carolina. The consultant shall study:

(1) The professional development programs administered under the UNC Center for School Leadership Development with regard to their mission, governance structure, efficiency, and objectively measurable effectiveness in increasing student achievement.

(2) The feasibility and merits of consolidating and reducing the number of professional development programs.

(3) The possibility of regionalizing professional development programs and using a cooperative arrangement between higher educational institutions and community colleges in a region to achieve the goal.

(4) The professional development support offered by the Department of Public Instruction.

(5) The use of professional development funds allocated to local school administrative units and individual schools.

(6) National research regarding effective methods for delivering professional development that is shown to improve student achievement.

The consultant shall report these findings to the Joint Legislative Education Oversight Committee and also shall make recommendations regarding how existing State funds should be utilized to provide effective and efficient professional development for public school professionals.

**SECTION 31.4.(d)** The Joint Legislative Education Oversight Committee shall review the consultant's findings and recommendations and shall submit to the 2002 Regular Session of the 2001 General Assembly recommendations to streamline, reorganize, and improve the delivery of professional development for public school professionals. The recommendations may address revisions to program governance and mission, reallocation of funds, methods of program delivery, and methods to institute ongoing program evaluation.

**SECTION 31.4.(e)** The Joint Legislative Education Oversight Committee shall review the reports that are required to be made to the Committee. The purpose of the review is to determine which reports must include information that is research-based, proven in practice, and designed for data-driven research. The Committee may make recommendations for changes in these reports based upon the Committee's findings.

## **MANAGEMENT FLEXIBILITY FOR SPECIAL RESPONSIBILITY CONSTITUENT INSTITUTIONS**

**SECTION 31.11.(c)** The Joint Legislative Education Oversight Committee shall study the issue of whether management flexibility for special responsibility constituent institutions should be expanded to include personnel, property, and purchasing responsibilities. In its study the Committee shall consider the impact and effect that extending management flexibility in those areas may have on the University system as a whole, on each individual special responsibility constituent institution, and on the State's budget, budgeting process, and fiscal accountability. The Committee shall also identify any statutory and budgetary changes that would be needed to implement the expanded flexibility and determine whether any additional State appropriations would be needed. The Committee may also consider any other issues relevant to its study. The Committee shall report its findings and recommendations to the 2003 General Assembly.



*S.L. 2001-491, Sec. 8.1. 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 2002 Regular Session of the 2001 General Assembly, or to the 2003 General Assembly.*

## **RESIDENTIAL CHARTER SCHOOLS**

**SECTION 8.2.** The Joint Legislative Education Oversight Committee may study whether the State should authorize and fund residential charter schools. As part of this study, the Committee shall consider what portion, if any, of the residential costs should be borne by the State, and whether nonresident students should be required to pay tuition.

## **HALIFAX COMMUNITY COLLEGE SERVICE AREA**

**SECTION 8.4.** The Joint Legislative Education Oversight Committee may study whether additional townships in Northampton County should be included in the Halifax Community College service area. If this study is undertaken, the Committee shall consider the availability of satellite campus facilities and other services in Jackson, as well as the impact this change would have on Roanoke-Chowan Community College. At the same time it reports its findings and recommendations to the General Assembly, the Committee shall report its findings and recommendations to the State Board of Community Colleges.

## **TEACHING PERSONAL FINANCIAL LITERACY IN SCHOOLS**

**SECTION 8.5.** The Committee may study the issue of teaching personal financial literacy in the public schools and shall consider the following issues in its study:

- (1) The best methods of equipping students with the knowledge and skills they need, before they become self-supporting, to make critical decisions regarding their personal finances.
- (2) The components of a personal financial literacy curriculum, including topics such as consumer financial education, personal finance, and personal credit.
- (3) The appropriate materials and guidelines for local boards of education to use in implementing a program of instruction on personal financial literacy.
- (4) Methods of funding for local boards of education, including information on securing public and private grant funds and on using other public and private assets, to implement the instructional program.

## **CLASSROOM EXPERIENCE FOR SCHOOL PERSONNEL**

**SECTION 8.6.** The Committee may study whether professional employees of schools who do not have daily classroom instructional contact with students should be required to deliver instruction or to have other contact with students in classrooms during the instructional day.

## **SCHOOLWORK OF SUSPENDED STUDENTS**

**SECTION 8.7** The Committee may study the development of standards for the acceptance by public schools of schoolwork performed by suspended students at Day Reporting Centers and other alternative schools.





## **NUTRITION IN PUBLIC SCHOOLS**

**SECTION 8.8.** The Committee may study the public health issues related to elementary and secondary students consuming foods of minimal nutritional value and whether and to what extent those foods should be made available to students in public schools.

## **TUITION RATES FOR NONCITIZEN IMMIGRANT STUDENTS**

**SECTION 8.9** The Committee may study State law pertaining to tuition rates for noncitizen immigrant students and consider the feasibility of extending in-State tuition status to those students. In addition to members from the Committee, the co-chairs may appoint other members from among the following categories of individuals who are not members of the General Assembly to assist the Committee in this study:

- (1) Experts in immigration law and advocacy.
- (2) Advocates for noncitizen students versed in education and immigration issues.
- (3) Representatives of organizations for refugee and immigrant populations.
- (4) Advisors for immigrant students at The University of North Carolina.
- (5) Advocates or leaders from the noncitizen immigrant community.

## **SCIENCE, MATHEMATICS, AND TECHNOLOGY EDUCATION**

**SECTION 8.10.** The Committee may study ways to improve science, mathematics, and technology education and student achievement, implement the State's vision of having the best public schools in the nation by 2010, prepare students for future science, mathematics, and technology learning and jobs, and improve support to the School of Science and Mathematics.

## **HEALTH CARE PERSONNEL EDUCATION**

**SECTION 8.11.** – The Committee may study ways to address the current and projected critical shortage of health care personnel and how the educational system can assist in the development of an adequate supply of appropriately trained health care personnel. Any Committee report on this issue shall be provided to the Joint Legislative Health Care Oversight Committee. Regardless of whether the Committee undertakes this study, on or before March 1, 2002, the Board of Governors of The University of North Carolina, the State Board of Community Colleges, and the Department of Public Instruction shall submit a report to the Committee and to the Joint Legislative Health Care Oversight Committee outlining existing and future plans to address this issue, including obstacles to realizing those plans, additional plans that could be developed should additional resources be made available, numbers of current and projected students enrolled in and expected to complete health care training programs, where students become employed upon completion of the health care training programs, and any reductions in funding to programs designed to train or retain health care personnel.



## **COMMUNITY COLLEGES**

**SECTION 8.12.** The Committee may study the effects of requiring nine-month contracts of all full-time community college faculties. If undertaken, the study shall include a determination of the value of nine-month contracts in making national salary comparisons, the additional administrative requirements that result from nine-month contracts, the feasibility of permitting the North Carolina Community Colleges System to carry forward encumbered contract funds to a subsequent fiscal year, and the length of contract as it relates to faculty discipline.

In addition, the Committee may study the relationship between fully funding summer term instruction and moving full-time community college faculty and professional staff toward their respective national average salaries.

The Committee may also study the need for additional student services positions in the North Carolina Community Colleges System based upon changing demographics among the student population, including the need for additional counselors, financial aid specialists, special population specialists, advisors, testing and job placement specialists.

## **THE PRESCRIPTION OF RITALIN AND OTHER DRUGS TO CHILDREN DIAGNOSED ADD/ADHD**

**SECTION 8.13.** The Committee may study the procedure to identify amphetamine/stimulant drugs, (for example Ritalin and Adderal) based upon "Attention Deficit Disorder" (ADD) and "Attention Deficit Hyperactivity Disorder" (ADHD) in diagnosed children.

## **REVIEW OF LOW-WEALTH SCHOOL FUNDING FORMULA**

**SECTION 8.14 .** The Committee may study the funding formula used to provide supplemental funds to schools in low-wealth counties.

## **MEETING THE NEEDS OF STUDENTS WITH DISABILITIES**

**SECTION 8.15.** The Committee may study issues relating to the education of students with disabilities.

## **HIGH PRIORITY SCHOOL ASSISTANCE**

**SECTION 8.16.** The Committee may study ways to assist any continually low-performing schools.

## **PERFORMANCE-BASED LICENSURE PROGRAM**

**SECTION 8.17.** The Committee may study the implementation of and the timetable for the Performance-Based Licensure Program for initially licensed teachers.

## **ADVISORY STATE BOARD OF EDUCATION MEMBERS**

**SECTION 8.18.** The Committee may study the issue of changing the advisory membership of the State Board of Education.



## **SPEECH AND LANGUAGE PATHOLOGY CASELOADS AND SEVERITY RATING SCALES**

**SECTION 8.19.** The Committee may study the implementation of caseload limits for speech and language pathologists who are serving State-identified speech and language-impaired children. The Committee may also study the implementation of a severity rating scale for speech and language-impaired children.

## **PARTICIPATION OF NONPUBLIC STUDENTS IN PUBLIC SCHOOL EXTRACURRICULAR ACTIVITIES**

**SECTION 8.20.** The Committee may study the participation of nonpublic school students and home school students in extracurricular activities at public schools.

## **HIGHER EDUCATION RESIDENCY REQUIREMENTS**

**SECTION 8.21.** The Committee may study the current requirements to qualify as a North Carolina resident for tuition purposes.



**2001-2002 Reports to  
Joint Legislative Education Oversight Committee**

***January 2001***

<b>Due Date:</b>	January 1, 2001 (biennially)	<b>RECEIVED</b>
<b>From:</b>	Commission on School Technology	
<b>Description:</b>	Modifications to the State school technology plan	
<b>Chapter:</b>	S.L. 1997-443, sec. 8.26(b)	
<b>Contact(s):</b>	codified as G.S. 115C-102.6B Bob Bellamy	
<b>Due date:</b>	January 8, 2001	<b>RECEIVED</b>
<b>From:</b>	Education Cabinet	
<b>Description:</b>	Programs offered to high school students	
<b>Chapter:</b>	S.L. 2000-67, sec. 9.2(c)	
<b>Contact(s):</b>	Mike Ward	
<b>Due date:</b>	January 8, 2001	<b>RECEIVED</b>
<b>From:</b>	State Board of Community Colleges	
<b>Description:</b>	Summer term curriculum instruction	
<b>Chapter:</b>	S.L. 2000-67, sec. 9.9	
<b>Contact(s):</b>		
<b>Due date:</b>	January 15, 2001 (interim report)	<b>RECEIVED</b>
<b>From:</b>	State Board of Education	
<b>Description:</b>	Connection between identification of minority & at-risk students as students with behavioral or emotional disabilities and achievement gap	
<b>Chapter:</b>	S.L. 2000-67, sec. 8.28(a)	
<b>Contact(s):</b>	Henry Johnson	
<b>Due date:</b>	January 15, 2001 (interim report)	<b>RECEIVED</b>
<b>From:</b>	State Board of Education	
<b>Description:</b>	Connection between underrepresentation of minority & at-risk students in AP classes, honors classes, and AG programs and achievement gap	
<b>Chapter:</b>	S.L. 2000-67, sec. 8.28(b)	
<b>Contact(s):</b>	Henry Johnson	
<b>Due date:</b>	January 15, 2001	<b>RECEIVED</b>
<b>From:</b>	State Board of Education	
<b>Description:</b>	Data on student suspensions & expulsions	
<b>Chapter:</b>	S.L. 2000-67, sec. 8.28(g)	
<b>Contact(s):</b>	Henry Johnson	

- Studies in italic are from the Excellent Schools Act of 1997.
  - Studies in bold are from the 2001 Session.
- February 20, 2002  
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***2001-2002 Reports to  
Joint Legislative Education Oversight Committee***

***January 2001 (continued)***

<b>Due date:</b> <b>From:</b> <b>Description:</b>  <b>Chapter:</b> <b>Contact(s):</b>	January 15, 2001 (biannually) 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) Kennon Briggs	<b>RECEIVED</b>
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	January 15, 2001 State Board of Community Colleges Distance learning S.L. 2000-67, sec. 9.6	<b>RECEIVED</b>
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	January 15, 2001 UNC Board of Governors; SBE Principal Fellows Program S.L. 2000-67, sec. 10.11(b) Kathy Sullivan	<b>RECEIVED</b>

***February 2001***

<b>Due date:</b> <b>From:</b>  <b>Description:</b>  <b>Chapter:</b> <b>Contact(s):</b>	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)	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	February 1, 2001 State Board of Education School calendar S787, S.L. 2000-, sec. 10.2 Hank Hurd; Henry Johnson	<b>RECEIVED</b>

- Studies in italic are from the Excellent Schools Act of 1997.
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February 20, 2002

Reports to Ed Oversight



***2001-2002 Reports to  
Joint Legislative Education Oversight Committee***

***March 2001***

<b>Due date:</b>	March 1, 2001	<b>RECEIVED</b>
<b>From:</b>	UNC Board of Governors	
<b>Description:</b>	UNC Center for School Leadership Development programs	
<b>Chapter:</b>	S.L. 2000-67, sec. 10.11(a)	
<b>Contact(s):</b>		
<b>Due date:</b>	March 1, 2001 (annually)	<b>RECEIVED</b>
<b>From:</b>	UNC Board of Governors	
<b>Description:</b>	Supply and demand of school administrators	
<b>Chapter:</b>	G.S. 116-74.21	
<b>Contact(s):</b>	Gary Barnes	
<b>Due date:</b>	March 1, 2001 (biannually)	<b>RECEIVED</b>
<b>From:</b>	State Board of Community Colleges	
<b>Description:</b>	Expenditures for the New and Expanding Industry Program	
<b>Chapter:</b>	S.L. 1997-443, sec. 9.5, G.S. 115D-5(I)	
<b>Contact(s):</b>	Scott Ralls	
<b>Due date:</b>	March 1, 2001 (annually)	<b>RECEIVED</b>
<b>From:</b>	State Board of Community Colleges	
<b>Description:</b>	Implementation of performance budgeting	
<b>Chapter:</b>	S.L. 1999-237, sec. 9.2	
<b>Contact(s):</b>		
<b>Due date:</b>	March 31, 2001 (annually)	<b>RECEIVED</b>
<b>From:</b>	UNC Board of Governors	
<b>Description:</b>	Report on decisions and directives to the special responsibility constituent institutions	
<b>Chapter:</b>	G.S. 116-30.6	
<b>Contact(s):</b>	Davies	

***May 2001***

<b>Due date:</b>	May 1, 2001 (annually)	<b>RECEIVED</b>
<b>From:</b>	State Board of Education	
<b>Description:</b>	Use of low-wealth funds for Level I or II students	
<b>Chapter:</b>	S.L. 1999-237, sec. 8.5; <b>S.L. 2000-67, sec. 8.15</b>	
<b>Contact(s):</b>	Hank Hurd	

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February 20, 2002

Reports to Ed Oversight

***2001-2002 Reports to  
Joint Legislative Education Oversight Committee***

***May 2001 (continued)***

<b>Due date:</b>	May 1, 2001 (annually)	<b>RECEIVED</b>
<b>From:</b>	State Board of Education	
<b>Description:</b>	Use of small school funds for Level I or II students	
<b>Chapter:</b>	S.L. 1999-237, sec. 8.6; <b>S.L. 2000-67, sec. 8.15</b>	
<b>Contact(s):</b>	Hank Hurd	
<b>Due date:</b>	May 1, 2001 (annually)	
<b>From:</b>	Community Colleges System Office & Employment Security Commission	
<b>Description:</b>	Actual expenditure of ESC training & employment funds	
<b>Chapter:</b>	S.L. 1999-237, sec. 9.11	
<b>Contact(s):</b>	Steve Scott; Kennon Briggs	
<b>Due date:</b>	May 15, 2001 (final report)	<b>RECEIVED</b>
<b>From:</b>	UNC Board of Governors	
<b>Description:</b>	Progress of students in the Legislative College Opportunity Act pilot program	
<b>Chapter:</b>	S.L. 1993-769, sec. 17.14	
<b>Contact(s):</b>	Antonelli	
<b>Due date:</b>	May 15, 2001 (final report)	<b>RECEIVED</b>
<b>From:</b>	State Board of Education	
<b>Description:</b>	Connection between identification of minority & at-risk students as students with behavioral or emotional disabilities and achievement gap	
<b>Chapter:</b>	S.L. 2000-67, sec. 8.28(a)	
<b>Contact(s):</b>	Henry Johnson	
<b>Due date:</b>	May 15, 2001 (final report)	<b>RECEIVED</b>
<b>From:</b>	State Board of Education	
<b>Description:</b>	Connection between underrepresentation of minority & at-risk students in AP classes, honors classes, and AG programs and achievement gap	
<b>Chapter:</b>	S.L. 2000-67, sec. 8.28(b)	
<b>Contact(s):</b>	Henry Johnson	

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February 20, 2002

Reports to Ed Oversight

***2001-2002 Reports to  
Joint Legislative Education Oversight Committee***

***June 2001***

<b>Due date:</b>	June 15, 2001 (biannually)	<b>RECEIVED</b>
<b>From:</b>	State Board of Community Colleges	
<b>Description:</b>	Report on expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs	
<b>Chapter:</b>	G.S. 115D-5(j)	
<b>Contact(s):</b>	Kennon Briggs	

***October 2001***

<b>Due date:</b>	<b>October 2001 (Prior to beginning of pilot)</b>	<b>RECEIVED</b>
<b>From:</b>	<b>UNC Board of Governors</b>	
<b>Description:</b>	<b>List of graduate programs selected to be a part of the Academic Common Market pilot program</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 31.2(b)</b>	
<b>Contact(s):</b>		
<b>Due date:</b>	October 1, 2001 (annually)	<b>RECEIVED</b>
<b>From:</b>	State Board of Education	
<b>Description:</b>	Schools of Education performance reports	
<b>Chapter:</b>	S.L. 2000-67, sec. 9.2(a)	
<b>Contact(s):</b>	Kathy Sullivan	
<b>Due date:</b>	October 1, 2001 (annually)	<b>RECEIVED</b>
<b>From:</b>	State Education Assistance Authority	
<b>Description:</b>	Aid to students attending private colleges	
<b>Chapter:</b>	S.L. 1998-212, s. 11; S.L. 1999-237, sec. 10; G.S. 116-19; S.L. 2000-67, sec. 10.3; S.L. 2001-424, sec. 31.1(b)	
<b>Contact(s):</b>	Steve Brooks, Gretchen (?)	
<b>Due date:</b>	October 1, 2001 (annually)	<b>RECEIVED</b>
<b>From:</b>	UNC Board of Governors	
<b>Description:</b>	Report on the progress of private and State-operated medical schools and State-operated health professional schools to increase graduates in primary care	
<b>Chapter:</b>	(1995) Ch. 507, sec. 23A.5(d)	
<b>Contact(s):</b>	Benson	

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  - Studies in **bold** are from the 2001 Session.
- February 20, 2002  
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**2001-2002 Reports to  
Joint Legislative Education Oversight Committee**

**October 2001 (continued)**

<b>Due date:</b>	October 1, 2001 (biannually)	<b>RECEIVED</b>
<b>From:</b>	State Board of Community Colleges	
<b>Description:</b>	Expenditures for the New and Expanding Industry Program	
<b>Chapter:</b>	S.L. 1997-443, sec. 9.5, G.S. 115D-5(I)	
<b>Contact(s):</b>	Scott Ralls	
<b>Due date:</b>	October 15, 2001 (annually)	<b>RECEIVED</b>
<b>From:</b>	State Board of Education	
<b>Description:</b>	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.	
<b>Chapter:</b>	S.L. 1997-18, sec. 15(a), G.S. 115C-12(25)	
<b>Contact(s):</b>	Henry Johnson	
<b>Due Date:</b>	<i>October 15, 2001 (annually)</i>	<b>RECEIVED</b>
<b>From:</b>	<i>State Board of Education</i>	
<b>Description:</b>	<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>	
<b>Chapter:</b>	<i>S.L. 1997-221, sec. 3(f)</i>	
<b>Contact(s):</b>	<i>Henry Johnson</i>	
<b>Due date:</b>	October 15, 2001 (annually)	<b>RECEIVED</b>
<b>From:</b>	State Board of Education	
<b>Description:</b>	ABC's Pilot Program	
<b>Chapter:</b>	S.L. 1999-237, sec. 8.36	
<b>Contact(s):</b>	Henry Johnson	

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Reports to Ed Oversight

***2001-2002 Reports to  
Joint Legislative Education Oversight Committee***

***November 2001***

<b>Due date:</b>	November 2001	<b>RECEIVED</b>
<b>From:</b>	State Board of Education	
<b>Description:</b>	Impact of student accountability standards for Grade 5	
<b>Chapter:</b>	N/A	
<b>Contact(s):</b>	Henry Johnson	

***December 2001***

<b>Due date:</b>	December 1, 2001 (annually)	<b>RECEIVED</b>
<b>From:</b>	NC Teaching Standards Commission	
<b>Description:</b>	Report on activities and recommendations for improving the teaching profession	
<b>Chapter:</b>	G.S. 115C-295.2(c)	
<b>Contact(s):</b>	Tom Blanford	
<b>Due date:</b>	December 1, 2001 (annually)	<b>RECEIVED</b>
<b>From:</b>	DPI	
<b>Description:</b>	Results of each county school system's receipts from the sale of seized vehicles and costs for administering the DWI motor vehicle forfeiture law	
<b>Chapter:</b>	S.L. 1998-182, sec. 38	
<b>Contact(s):</b>	Hank Hurd	
<b>Due date:</b>	December 15, 2001-	<b>RECEIVED</b>
<b>From:</b>	State Board of Education	
<b>Description:</b>	Progress with reducing paperwork in schools	
<b>Chapter:</b>	S.L. 2000-67, sec. 8.18(c)	
<b>Contact(s):</b>	Brad Sneed	
<b>Due date:</b>	December 15, 2001 (annually until 2005)	<b>RECEIVED</b>
<b>From:</b>	UNC Board of Governors	
<b>Description:</b>	Enrollment planning	
<b>Chapter:</b>	S.L. 1999-237, sec. 10.8	
<b>Contact(s):</b>		

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February 20, 2002

Reports to Ed Oversight

*2001-2002 Reports to  
Joint Legislative Education Oversight Committee*

*January 2002*

<b>Due date:</b>	January 1, 2002	<b>RECEIVED</b>
<b>From:</b>	State Board of Education	
<b>Description:</b>	Charter school evaluation	
<b>Chapter:</b>	S.L. 1999-27	
<b>Contact(s):</b>	Hank Hurd	
<b>Due date:</b>	<b>January 1, 2002</b>	<b>RECEIVED</b>
<b>From:</b>	<b>DHHS, DPI, &amp; Task Force</b>	
<b>Description:</b>	<b>Development of the More At Four Pilot Program</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 21.76B(g)</b>	
<b>Contact(s):</b>	<b>DHHS; Henry Johnson</b>	
<b>Due date:</b>	<b>January 15, 2002</b>	<b>RECEIVED</b>
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>Plan to include measurement of "closing the achievement gap" in educational growth in student performance</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.30(b)</b>	
<b>Contact(s):</b>	<b>Henry Johnson</b>	
<b>Due date:</b>	<b>January 15, 2002 (annually)</b>	<b>RECEIVED</b>
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>State and local needs for professional development for public school employees</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 31.4(a), G.S. 115C-12(26)</b>	
<b>Contact(s):</b>	<b>Kathy Sullivan</b>	
<b>Due date:</b>	<b>January 15, 2002 (annually)</b>	<b>RECEIVED</b>
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>Professional development provided by the Center for School Leadership Development</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 31.4(a), G.S. 115C-12(26)</b>	
<b>Contact(s):</b>	<b>Kathy Sullivan</b>	
<b>Due date:</b>	<b>January 15, 2002 (biannually)</b>	<b>RECEIVED</b>
<b>From:</b>	<b>State Board of Community Colleges</b>	
<b>Description:</b>	<b>Report on expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs</b>	
<b>Chapter:</b>	<b>G.S. 115D-5(j)</b>	
<b>Contact(s):</b>	<b>Kennon Briggs</b>	

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# *2001-2002 Reports to Joint Legislative Education Oversight Committee*

## *January 2002 (continued)*

<b>Due date:</b>	January 15, 2002 (Quarterly)	<b>RECEIVED</b>
<b>From:</b>	State Board of Community Colleges	
<b>Description:</b>	Projects funded from community college general obligation bonds	
<b>Chapter:</b>	S.L. 2000-3, sec. 1.2	
<b>Contact(s):</b>		

## *February 2002*

<b>Due date:</b>	February 15, 2002	
<b>From:</b>	State Board of Education	
<b>Description:</b>	Objectives and implementation of the Statewide Testing Program	
<b>Chapter:</b>	S.L. 2001-424, sec. 28.17(j)	
<b>Contact(s):</b>	Henry Johnson	
<b>Due date:</b>	February 15, 2002	
<b>From:</b>	State Board of Education	
<b>Description:</b>	Present Request for Proposals for the study of the textbook distribution system	
<b>Chapter:</b>	S.L. 2001-424, sec. 28.24	
<b>Contact(s):</b>	Hank Hurd	

## *March 2002*

<b>Due date:</b>	March 1, 2002 (annually)	
<b>From:</b>	UNC Board of Governors	
<b>Description:</b>	Supply and demand of school administrators	
<b>Chapter:</b>	G.S. 116-74.21	
<b>Contact(s):</b>	Gary Barnes	
<b>Due date:</b>	March 1, 2002 (annually)	
<b>From:</b>	State Board of Community Colleges	
<b>Description:</b>	Implementation of performance budgeting	
<b>Chapter:</b>	S.L. 1999-237, sec. 9.2	
<b>Contact(s):</b>		
<b>Due date:</b>	March 1, 2002 (biannually)	
<b>From:</b>	State Board of Community Colleges	
<b>Description:</b>	Expenditures for the New and Expanding Industry Program	
<b>Chapter:</b>	S.L. 1997-443, sec. 9.5, G.S. 115D-5(I)	
<b>Contact(s):</b>	Scott Ralls	

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*2001-2002 Reports to  
Joint Legislative Education Oversight Committee*

*March 2002 (continued)*

<b>Due Date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>March 1, 2002</b> <b>State Board of Education</b> <b>Determine if mentor program and performance-based licensure program provide adequate support and professional development for initially certified teachers</b> <b>S.L. 2001-424, sec. 28.19(a)</b> <b>Kathy Sullivan</b>	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>March 1, 2002 (annually)</b> <b>UNC Board of Governors</b> <b>Teacher Assistant Scholarship Fund</b> <b>S.L. 2001-424, sec. 31.5, G.S. 116-209.35</b>	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>March 1, 2002 (annually)</b> <b>UNC Board of Governors</b> <b>Amount and use of overhead receipts for The University System</b> <b>S.L. 2001-424, sec. 31.14</b>	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>March 1, 2002 (may make interim report)</b> <b>UNC Board of Governors</b> <b>Measures used by constituent institutions to make admissions, placement, and advanced placement decisions</b> <b>S.L. 2001-312 (HB 1246)</b>	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>March 1, 2002</b> <b>UNC Board of Governors, State Board of Community Colleges, DPI</b> <b>Plans to address Health Care Personnel Education</b> <b>S.L. 2001-491, sec. 8.11</b>	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>March 15, 2002</b> <b>Education Cabinet: Research Council</b> <b>Best (most efficient &amp; cost-effective) practices &amp; methodologies for closing achievement gap</b> <b>S.L. 2000-67, sec. 8.28(i)</b> <b>Education Research Council</b>	

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***2001-2002 Reports to  
Joint Legislative Education Oversight Committee***

***March 2002 (continued)***

<b>Due date:</b>	<b>March 15, 2002</b>	
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>Resources to meet needs of all students subject to Statewide Student Accountability Standards</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.17(a)</b>	
<b>Contact(s):</b>	<b>Hank Hurd; Henry Johnson</b>	
<b>Due date:</b>	<b>March 15, 2002</b>	
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>Policies regarding the testing of children with disabilities</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.17(f)</b>	
<b>Contact(s):</b>	<b>Henry Johnson</b>	
<b>Due date:</b>	<b>March 15, 2002 (annually)</b>	
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>Dropout rates, suspensions, expulsions, and alternative placements</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.30(f)</b>	
<b>Contact(s):</b>	<b>Henry Johnson</b>	
<b>Due Date:</b>	<b>March 31, 2002</b>	
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>Benefits of providing students' parents or guardians with copies of tests administered under the Statewide Testing Program</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.17(d)</b>	
<b>Contact(s):</b>	<b>Henry Johnson</b>	
<b>Due Date:</b>	<b>March 31, 2002 (annually)</b>	<b>RECEIVED</b>
<b>From:</b>	<b>UNC Board of Governors</b>	
<b>Description:</b>	<b>Report on decisions and directives to the special responsibility constituent institutions.</b>	
<b>Chapter:</b>	<b>G.S. 116-30.6</b>	
<b>Contact(s):</b>	<b>Davies</b>	
<b>Due date:</b>	<b>April 1, 2002</b>	
<b>From:</b>	<b>Juvenile Justice Institute at NC Central Univ.</b>	
<b>Description:</b>	<b>Identify an effective model for drug education</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 23.9(b)</b>	
<b>Contact(s):</b>		

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- February 20, 2002  
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*2001-2002 Reports to  
Joint Legislative Education Oversight Committee*

*April 2002*

<b>Due date:</b>	<b>April 1, 2002 (annually)</b>	
<b>From:</b>	<b>Communities in Schools</b>	
<b>Description:</b>	<b>Operation and effectiveness of program</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 24.3(c)</b>	
<b>Contact(s):</b>		
<b>Due date:</b>	<b>April 1, 2002</b>	
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>Results of consultant's analysis regarding the textbook distribution system</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.24</b>	
<b>Contact(s):</b>	<b>Hank Hurd</b>	
<b>Due date:</b>	<b>April 1, 2002 (final report)</b>	
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>Best and most efficient method to manage textbook distribution to the local schools</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.24</b>	
<b>Contact(s):</b>	<b>Hank Hurd</b>	
<b>Due date:</b>	<b>April 1, 2002 (interim report)</b>	
<b>From:</b>	<b>Commission on Improving the Academic Achievement of Minority and At-Risk Students</b>	
<b>Description:</b>	<b>Closing the achievement gap</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.30(h)</b>	
<b>Contact(s):</b>		
<b>Due date:</b>	<b>April 1, 2002</b>	
<b>From:</b>	<b>DPI</b>	
<b>Description:</b>	<b>Funds for instructional supplies</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.39(b)</b>	
<b>Contact(s):</b>	<b>Hank Hurd</b>	
<b>Due date:</b>	<b>April 1, 2002</b>	
<b>From:</b>	<b>UNC Board of Governors</b>	
<b>Description:</b>	<b>Feasibility of establishing a School of Pharmacy at Elizabeth City State University</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 31.10(c)</b>	
<b>Contact(s):</b>		

• Studies in italic are from the Excellent Schools Act of 1997.

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February 20, 2002

Reports to Ed Oversight

***2001-2002 Reports to  
Joint Legislative Education Oversight Committee***

***April 2002 (continued)***

<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>April 1, 2002</b> <b>UNC Board of Governors</b> <b>Feasibility of establishing a School of Dentistry and School of Engineering at East Carolina University</b> <b>S.L. 2001-424, sec. 31.10(d)</b>	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>April 1, 2002</b> <b>UNC Board of Governors</b> <b>Feasibility of establishing a School of Engineering at UNC Asheville and WCU</b> <b>S.L. 2001-424, sec. 31.10(d)</b>	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>April 1, 2002</b> <b>UNC Board of Governors</b> <b>Feasibility of building a new stadium at Fayetteville State University</b> <b>S.L. 2001-491, sec. 24.1</b>	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>April 15, 2002 (Quarterly)</b> <b>State Board of Community Colleges</b> <b>Projects funded from community college general obligation bonds</b> <b>S.L. 2000-3, sec. 1.2</b>	

***May 2002***

<b>Due Date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>May 1, 2002 (biennially)</b> <b>UNC Board of Governors</b> <b>Evaluation of distance education programs</b> <b>S.L. 1998-212, sec. 11.7</b>	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>May 1, 2002 (annually)</b> <b>Community Colleges System Office &amp; Employment Security Commission</b> <b>Actual expenditure of ESC training &amp; employment funds</b> <b>S.L. 1999-237, sec. 9.11 (HB 275)</b> <b>Steve Scott; Kennon Briggs</b>	<b>RECEIVED</b>

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- Studies in bold are from the 2001 Session.

*2001-2002 Reports to  
Joint Legislative Education Oversight Committee*

*May 2002 (continued)*

<b>Due date:</b>	<b>May 1, 2002</b>	
<b>From:</b>	<b>DHHS, DPI, &amp; Task Force</b>	
<b>Description:</b>	<b>Development of the More At Four Pilot Program</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 21.76B(g)</b>	
<b>Contact(s):</b>	<b>DHHS; Henry Johnson</b>	
<b>Due Date:</b>	<b>May 1, 2002 (annually)</b>	
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>Use of low-wealth funds for Level I or II students; whether counties supplanted</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.6(b) &amp; (i)</b>	
<b>Contact(s):</b>	<b>Hank Hurd; Henry Johnson</b>	
<b>Due Date:</b>	<b>May 1, 2002 (annually)</b>	
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>Use of small school funds for Level I or II students; whether counties supplanted</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.7(e) &amp; (f)</b>	
<b>Contact(s):</b>	<b>Hank Hurd; Henry Johnson</b>	
<b>Due Date:</b>	<b>May 1, 2002</b>	
<b>From:</b>	<b>DPI</b>	
<b>Description:</b>	<b>Flexibility to implement base budget reduction</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.38</b>	
<b>Contact(s):</b>	<b>Brad Sneed</b>	
<b>Due date:</b>	<b>May 1, 2002</b>	
<b>From:</b>	<b>State Board of Community Colleges</b>	
<b>Description:</b>	<b>Feasibility of integrating the delivery of human resources development services into the framework of the JobLink Career Centers</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 30.3(c)</b>	
<b>Contact(s):</b>		
<b>Due date:</b>	<b>May 15, 2002 (every two years)</b>	
<b>From:</b>	<b>UNC Board of Governors</b>	
<b>Description:</b>	<b>Primary care physicians &amp; providers</b>	
<b>Chapter:</b>	<b>S.L. 95-507</b>	
<b>Contact(s):</b>	<b>Benson</b>	

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- Studies in **bold** are from the 2001 Session.

February 20, 2002

Reports to Ed Oversight

# *2001-2002 Reports to Joint Legislative Education Oversight Committee*

## *June 2002*

<b>Due date:</b>	June 15, 2002 (biannually)	
<b>From:</b>	State Board of Community Colleges	
<b>Description:</b>	Report on expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs	
<b>Chapter:</b>	G.S. 115D-5(j)	
<b>Contact(s):</b>	Kennon Briggs	

## *July 2002*

<b>Due date:</b>	July 15, 2002 (Quarterly)	
<b>From:</b>	State Board of Community Colleges	
<b>Description:</b>	Projects funded from community college general obligation bonds	
<b>Chapter:</b>	S.L. 2000-3, sec. 1.2	
<b>Contact(s):</b>		

## *September 2002*

<b>Due date:</b>	<b>September 15, 2002 (annually)</b>	
<b>From:</b>	<b>UNC Board of Governors</b>	
<b>Description:</b>	<b>Effectiveness of the programs for professional development offered by the Center for School Leadership Development</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 31.4(b), G.S. 116-11(12a)</b>	
<b>Contact(s):</b>		

## *October 2002*

<b>Due Date:</b>	October 1, 2002 (biannually)	
<b>From:</b>	State Board of Community Colleges	
<b>Description</b>	Expenditures for the New and Expanding Industry Program	
<b>Chapter:</b>	S.L. 1997-443, sec. 9.5, G.S. 115D-5(I)	
<b>Contact(s)</b>	Scott Ralls	
<b>Due date:</b>	October 1, 2002 (annually)	
<b>From:</b>	State Board of Education	
<b>Description:</b>	Schools of Education performance reports	
<b>Chapter:</b>	S.L. 2000-67, sec. 9.2(a)	
<b>Contact(s):</b>	Kathy Sullivan	

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**2001-2002 Reports to  
Joint Legislative Education Oversight Committee**

**October 2002 (continued)**

<b>Due date:</b>	October 1, 2002 (annually)	
<b>From:</b>	State Education Assistance Authority	
<b>Description:</b>	Aid to students attending private colleges	
<b>Chapter:</b>	S.L. 1998-212, s. 11; S.L. 1999-237, sec. 10; G.S. 116-19; S.L. 2000-67, sec. 10.3; <b>S.L. 2001-424, sec. 31.1(b)</b>	
<b>Contact(s):</b>	Steve Brooks; Gretchen (?)	
<b>Due date:</b>	October 1, 2002 (annually)	
<b>From:</b>	UNC Board of Governors	
<b>Description:</b>	Report on the progress of private and State-operated medical schools and State-operated health professional schools to increase graduates in primary care	
<b>Chapter:</b>	(1995) Ch. 507, sec. 23A.5(d)	
<b>Contact(s):</b>	Benson	
<b>Due date:</b>	October 15, 2002 (annually)	
<b>From:</b>	State Board of Education	
<b>Description:</b>	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.	
<b>Chapter:</b>	S.L. 1997-18, sec. 15(a), G.S. 115C-12(25)	
<b>Contact(s):</b>	Henry Johnson	
<b>Due date:</b>	<i>October 15, 2002 (annually)</i>	
<b>From:</b>	<i>State Board of Education</i>	
<b>Description:</b>	<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>	
<b>Chapter:</b>	<i>S.L. 1997-221, sec. 3(f)</i>	
<b>Contact(s):</b>	<i>Henry Johnson</i>	

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Reports to Ed Oversight

***2001-2002 Reports to  
Joint Legislative Education Oversight Committee***

***October 2002 (continued)***

<b>Due date:</b>	October 15, 2002 (annually)	
<b>From:</b>	State Board of Education	
<b>Description:</b>	ABC's Pilot Program	
<b>Chapter:</b>	S.L. 1999-237, sec. 8.36	
<b>Contact(s):</b>	Henry Johnson	
<b>Due date:</b>	October 15, 2002 (Quarterly)	
<b>From:</b>	State Board of Community Colleges	
<b>Description:</b>	Projects funded from community college general obligation bonds	
<b>Chapter:</b>	S.L. 2000-3, sec. 1.2	
<b>Contact(s):</b>		
<b>Due Date:</b>	<b>October 15, 2002 (annually)</b>	
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>Impact of mentor program on retention of teachers</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.18(b)</b>	
<b>Contact(s):</b>	<b>Kathy Sullivan</b>	

***November 2002***

<b>Due date:</b>	November 15, 2002	
<b>From:</b>	State Board of Education	
<b>Description:</b>	Effect of Dropout Prevention/Drivers License on dropout rate & progress toward graduation	
<b>Chapter:</b>	S.L. 1997-507, sec. 7 (HB 769)	
<b>Contact(s):</b>	Henry Johnson	

***December 2002***

<b>Due date:</b>	December 1, 2002 (annually)	
<b>From:</b>	NC Teaching Standards Commission	
<b>Description:</b>	Report on activities and recommendations for improving the teaching profession	
<b>Chapter:</b>	G.S. 115C-295.2(c)	
<b>Contact(s)</b>	Tom Blanford	

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- February 20, 2002  
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***2001-2002 Reports to  
Joint Legislative Education Oversight Committee***

***December 2002 (continued)***

<b>Due date:</b>	December 1, 2002 (annually)	
<b>From:</b>	DPI	
<b>Description:</b>	Results of each county school system's receipts from the sale of seized vehicles and costs for administering the DWI motor vehicle forfeiture law	
<b>Chapter:</b>	S.L. 1998-182, s. 38	
<b>Contact(s):</b>	Hank Hurd	
<b>Due date:</b>	<b>December 1, 2002, initial report &amp; (annually)</b>	
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>Evaluation of initiatives to assist high-priority schools</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 29.6(d)</b>	
<b>Contact(s):</b>	<b>Henry Johnson</b>	
<b>Due date:</b>	December 15, 2002 (annually until 2005)	
<b>From:</b>	UNC Board of Governors	
<b>Description:</b>	Enrollment planning	
<b>Chapter:</b>	S.L. 1999-237, sec. 10.8	
<b>Contact(s):</b>		

***January 2003***

<b>Due date:</b>	<b>January 1, 2003</b>	
<b>From:</b>	<b>State Board of Community Colleges</b>	
<b>Description:</b>	<b>Reorganization of the Human Resources Development Program</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 30.3(d)</b>	
<b>Contact(s):</b>		
<b>Due date:</b>	January 1, 2003 (biennially)	
<b>From:</b>	Commission on School Technology	
<b>Description:</b>	Modifications to the State school technology plan	
<b>Chapter:</b>	S.L. 1997-443, s. 8.26(b) codified as G.S. 115C-102.6B	
<b>Contact(s):</b>	Bob Bellamy	

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***2001-2002 Reports to  
Joint Legislative Education Oversight Committee***

***January 2003 (continued)***

<b>Due date:</b>	<b>January 10, 2003 (final report)</b>	
<b>From:</b>	<b>Commission on Improving the Academic Achievement of Minority and At-Risk Students</b>	
<b>Description:</b>	<b>Closing the achievement gap</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 28.30(h)</b>	
<b>Contact(s):</b>		
<b>Due date:</b>	<b>January 15, 2003 (annually)</b>	
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>State and local needs for professional development for public school employees</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 31.4(a), G.S. 115C-12(26)</b>	
<b>Contact(s):</b>	<b>Kathy Sullivan</b>	
<b>Due date:</b>	<b>January 15, 2003 (annually)</b>	
<b>From:</b>	<b>State Board of Education</b>	
<b>Description:</b>	<b>Professional development provided by the Center for School Leadership Development</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 31.4(a), G.S. 115C-12(26)</b>	
<b>Contact(s):</b>	<b>Kathy Sullivan</b>	
<b>Due date:</b>	<b>January 15, 2003 (biannually)</b>	
<b>From:</b>	<b>State Board of Community Colleges</b>	
<b>Description:</b>	<b>Report on expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs</b>	
<b>Chapter:</b>	<b>G.S. 115D-5(j)</b>	
<b>Contact(s):</b>	<b>Kennon Briggs</b>	

***April 2003***

<b>Due date:</b>	<b>April 15, 2003</b>	
<b>From:</b>	<b>DPI &amp; Dept. of Juvenile Justice and Delinquency Prevention</b>	
<b>Description:</b>	<b>Pilot program for suspended students assigned to alternative programs</b>	
<b>Chapter:</b>	<b>S.L. 2001-178 (SB 71)</b>	
<b>Contact(s):</b>	<b>Henry Johnson; DJJDP</b>	

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- February 20, 2002  
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***2001-2002 Reports to  
Joint Legislative Education Oversight Committee***

***December 2003***

<b>Due date:</b> <b>From:</b> <b>Description:</b>  <b>Chapter:</b> <b>Contact(s):</b>	<b>December 1, 2003 (final report)</b> <b>UNC Board of Governors</b> <b>Measures used by constituent institutions to make admissions, placement, and advanced placement decisions</b> <b>S.L. 2001-312 (HB 1246)</b>	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>December 15, 2003 (annually until 2005)</b> <b>UNC Board of Governors</b> <b>Enrollment planning</b> <b>S.L. 1999-237, sec. 10.8</b>	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>December 15, 2003 (annually through 2007)</b> <b>State Board of Education</b> <b>Recycling efforts of the public schools</b> <b>S.L. 2001-512, sec. 11</b> <b>Henry Johnson</b>	
<b>Due date:</b> <b>From:</b> <b>Description:</b>  <b>Chapter:</b> <b>Contact(s):</b>	<b>December 31, 2003</b> <b>UNC Board of Governors</b> <b>Success of the Academic Common Market program</b> <b>S.L. 2001-424, sec. 31.2(c)</b>	

***December 2004***

<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>December 15, 2004 (annually until 2005)</b> <b>UNC Board of Governors</b> <b>Enrollment planning</b> <b>S.L. 1999-237, sec. 10.8</b>	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>December 15, 2004 (annually through 2007)</b> <b>State Board of Education</b> <b>Recycling efforts of the public schools</b> <b>S.L. 2001-512, sec. 11</b> <b>Henry Johnson</b>	

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***2001-2002 Reports to  
Joint Legislative Education Oversight Committee***

***January 2005***

<b>Due date:</b>	January 31, 2005	
<b>From:</b>	UNC Board of Governors	
<b>Description:</b>	Success of the Academic Common Market program	
<b>Chapter:</b>	S.L. 2001-424, sec. 31.2(c)	
<b>Contact(s):</b>		

***December 2005***

<b>Due date:</b>	December 15, 2005 (final report)	
<b>From:</b>	UNC Board of Governors	
<b>Description:</b>	Enrollment planning	
<b>Chapter:</b>	S.L. 1999-237, sec. 10.8	
<b>Contact(s):</b>		
<b>Due date:</b>	December 15, 2005 (annually through 2007)	
<b>From:</b>	State Board of Education	
<b>Description:</b>	Recycling efforts of the public schools	
<b>Chapter:</b>	S.L. 2001-512, sec. 11	
<b>Contact(s):</b>	Henry Johnson	

***December 2006***

<b>Due date:</b>	December 15, 2006 (annually through 2007)	
<b>From:</b>	State Board of Education	
<b>Description:</b>	Recycling efforts of the public schools	
<b>Chapter:</b>	S.L. 2001-512, sec. 11	
<b>Contact(s):</b>	Henry Johnson	

***December 2007***

<b>Due date:</b>	December 15, 2007 (final report)	
<b>From:</b>	State Board of Education	
<b>Description:</b>	Recycling efforts of the public schools	
<b>Chapter:</b>	S.L. 2001-512, sec. 11	
<b>Contact(s):</b>	Henry Johnson	

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- February 20, 2002  
Reports to Ed Oversight

*2001-2002 Reports to  
Joint Legislative Education Oversight Committee*

**MISCELLANEOUS**

<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	Within 30 days of budget realignment State Board of Community Colleges Community College Departmental Reorganization. S.L. 2000-67, sec. 9.3	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	Annually UNC Board of Governors UNC capital facilities maintenance, repairs & renovations; funding formula for R & R Account. S.L. 2000-3, secs. 1.1 & 6	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>No date</b> <b>State Auditor</b> <b>ExplorNet Audit</b> S.L. 2001-424, sec. 28.45	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>No less than 30 days before effective date</b> <b>State Board of Community Colleges</b> <b>Changes in organizational structure of The</b> <b>Bureau of Training Initiatives</b> S.L. 2001-424, sec. 30.10(a)	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>No less than 30 days before effective date</b> <b>State Board of Community Colleges</b> <b>Changes in organizational structure of The</b> <b>Apprenticeship program</b> S.L. 2001-424, sec. 30.10(b)	
<b>Due date:</b> <b>From:</b> <b>Description:</b> <b>Chapter:</b> <b>Contact(s):</b>	<b>Annually</b> <b>UNC Board of Governors</b> <b>Teacher education programs through distance</b> <b>education</b> S.L. 2001-424, sec. 31.7(b)	

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***2001-2002 Reports to  
Joint Legislative Education Oversight Committee***

***Miscellaneous (continued)***

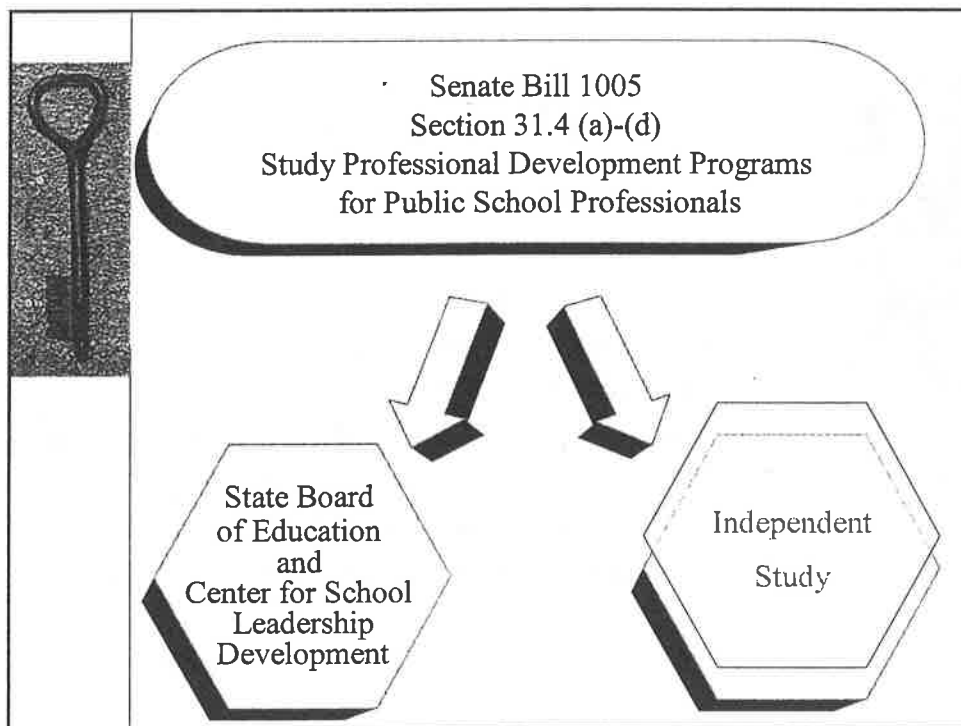
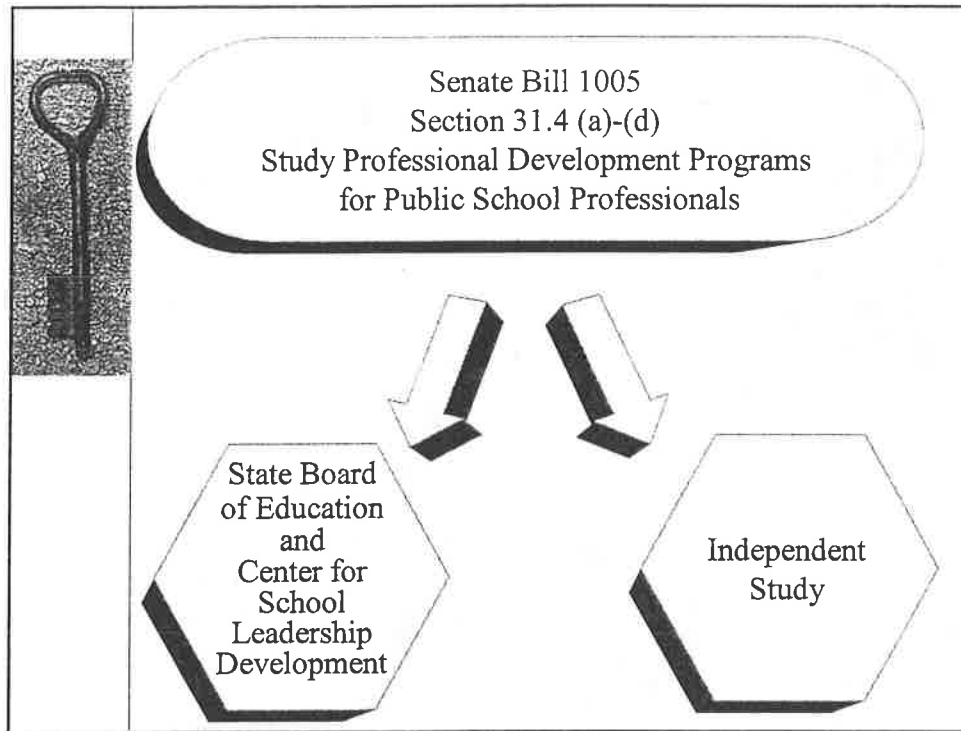
<b>Due date:</b>	<b>30 days before the next regularly scheduled meeting of the Board of Governors</b>	
<b>From:</b>	<b>UNC Board of Trustees</b>	
<b>Description:</b>	<b>(New or revised) Management flexibility policies, procedures, and rules for special responsibility constituent institutions</b>	
<b>Chapter:</b>	<b>S.L. 2001-424, sec. 31.11(a)</b>	
<b>Contact(s):</b>		

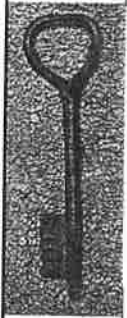
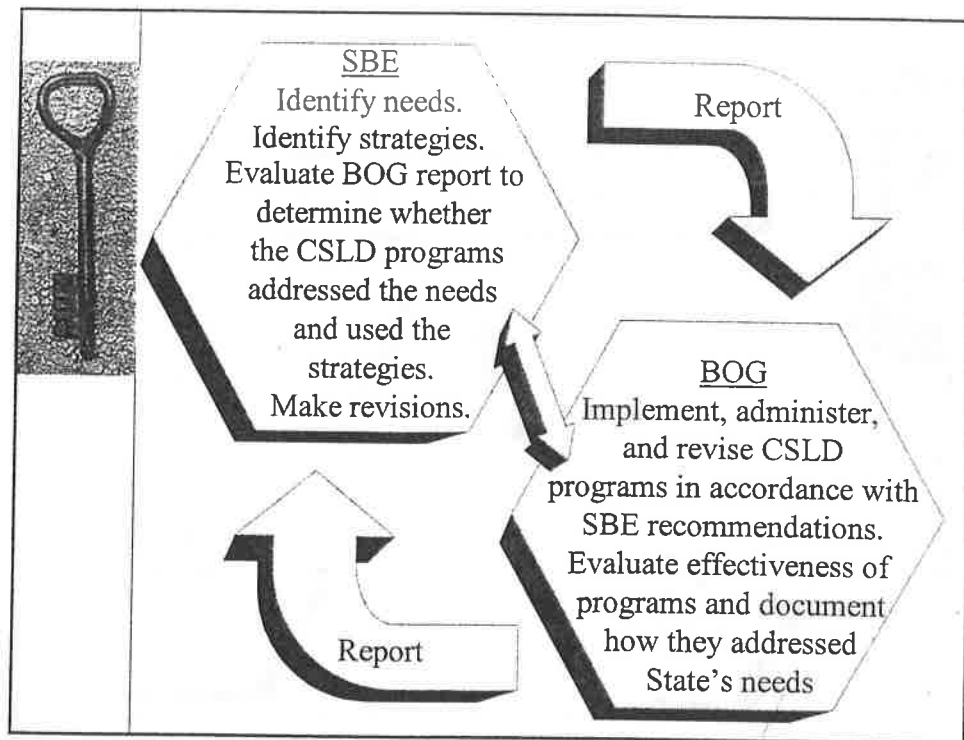
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Reports to Ed Oversight







## Professional Development Report

- ◆ Identification of Needs
  - Survey of superintendents
  - Experiences of assistance team members
  - DPI curriculum specialists
  - Recommendations from the Advisory Commission on Raising Achievement and Closing Gaps
- ◆ Focus – Closing the academic achievement gap among students while increasing the academic achievement of all students.





## Professional Development Report

- ◆ Center for School Leadership Development:
  - Develop and implement a school-level program
    - DPI will identify 15-20 schools; to the extent possible, a feeder-school model will be used
    - Will be predicated on the characteristics of effective professional development
    - Evaluated on the basis of student work sampling methodology and on student performance on EOG, EOC, and other indicators of school success (dropout rates, enrollment in AP/Honors classes) across time



## Professional Development Report

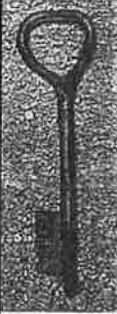
- Work with DPI and others to design and develop a series of instructional modules for teachers, administrators, and other school personnel
  - Be designed for independent use
  - Include an assessment component that requires the individual to demonstrate application of the skills in the classroom and/or school setting
  - First topics – differentiating instruction, assessing student progress, data analysis as a basis for planning instruction, etc.



## Professional Development Report

### ♦ Timeline:


- January 2002
  - Appoint a steering committee
  - Identify schools
- February 2002
  - CSLD staff, DPI staff, and Steering Committee trained in Student Work Sample Methodology
  - School profiles/needs assessments completed
  - School teams meet
- March 2002
  - Begin implementation of professional development in identified schools
- March-August 2002
  - Continued implementation and monitoring
  - Development and validation of Instructional Modules



## Independent Study


### ♦ An independent consultant shall study and make recommendations regarding:

- The programs administered under the UNC Center for School Leadership Development (CSLD) with regard to their mission, governance structure, efficiency, and objectively measurable effectiveness in increasing student achievement.
- The feasibility and merit of consolidating and reducing the number of professional development programs.



## Independent Study

- The possibility of regionalizing professional development programs and using a cooperative arrangement between universities and community colleges in a region to achieve that goal.
- The professional development support offered by the Department of Public Instruction
- The use of professional development funds allocated to local school administrative units and individual schools



## Independent Study

- National research regarding effective methods for delivering professional development that is shown to improve student achievement.



**STUDY PROFESSIONAL DEVELOPMENT PROGRAMS FOR PUBLIC SCHOOL PROFESSIONALS**

**SECTION 31.4.(a)** G.S. 115C-12(26) reads as rewritten:

**"§ 115C-12. Powers and duties of the Board generally.**

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

(26)

Duty to Monitor and Make Recommendations Regarding Professional Development Programs. – The State Board of Education, in collaboration with the Board of Governors of The University of North Carolina, shall identify and make recommendations regarding meaningful professional development programs for professional public school employees. The programs shall be aligned with State education goals and directed toward improving student academic achievement. Education shall identify State and local needs for professional development for professional public school employees based upon the State's educational priorities for improving student achievement. The State Board also shall recommend strategies for addressing these needs. The strategies must be research-based, proven in practice, and designed for data-driven evaluation. The State Board shall report its findings and recommendations to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Board of Governors of The University of North Carolina prior to January 15, 2002, and shall review, revise, and resubmit those findings and recommendations annually thereafter. The State Board shall annually evaluate and, after consultation with the Board of Governors, make recommendations regarding professional development programs based upon the reports submitted by the Board of Governors under G.S. 116-11(12a). G.S. 116-11(12a) to determine whether the programs for professional development provided by the Center for School Leadership Development address the State and local needs identified by the State Board and whether the programs are using the strategies recommended by the State Board. Prior to January 15<sup>th</sup> of each year, the State Board shall report the results of its analysis to the Board of Governors and to the Joint Legislative Education Oversight Committee.

...."

**SECTION 31.4.(b)** G.S. 116-11(12a) reads as rewritten:

**"§ 116-11. Powers and duties generally.**

The powers and duties of the Board of Governors shall include the following:

(12a)

The Notwithstanding any other law, the Board of Governors of The University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professional public school employees based upon in accordance with the evaluations and recommendations made by the State

Board of Education under G.S. 115C-12(26). The programs shall be aligned with State education goals and directed toward improving student academic achievement. ~~The Board of Governors shall submit to the State Board of Education an annual report evaluating the professional development programs administered by the Board of Governors. The Board of Governors shall submit to the State Board of Education an annual written report that uses data to assess and evaluate the effectiveness of the programs for professional development offered by the Center for School Leadership Development. The report shall clearly document how the programs address the State needs identified by the State Board of Education and whether the programs are utilizing the strategies recommended by the State Board. The Board of Governors also shall submit this report to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives prior to September 15th of each year.~~"

**SECTION 31.4.(c)** The Joint Legislative Education Oversight Committee shall hire an independent consultant to study and make recommendations regarding professional development for public school professionals in North Carolina. The consultant shall study:

- (1) The professional development programs administered under the UNC Center for School Leadership Development with regard to their mission, governance structure, efficiency, and objectively measurable effectiveness in increasing student achievement.
- (2) The feasibility and merits of consolidating and reducing the number of professional development programs.
- (3) The possibility of regionalizing professional development programs and using a cooperative arrangement between higher educational institutions and community colleges in a region to achieve the goal.
- (4) The professional development support offered by the Department of Public Instruction.
- (5) The use of professional development funds allocated to local school administrative units and individual schools.
- (6) National research regarding effective methods for delivering professional development that is shown to improve student achievement.

The consultant shall report these findings to the Joint Legislative Education Oversight Committee and also shall make recommendations regarding how existing State funds should be utilized to provide effective and efficient professional development for public school professionals.

**SECTION 31.4.(d)** The Joint Legislative Education Oversight Committee shall review the consultant's findings and recommendations and shall submit to the 2002 Regular Session of the 2001 General Assembly recommendations to streamline, reorganize, and improve the delivery of professional development for public school professionals. The recommendations may address revisions to program governance and mission, reallocation of funds, methods of program delivery, and methods to institute ongoing program evaluation.

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## **PROFESSIONAL DEVELOPMENT NEEDS OF PUBLIC SCHOOL EMPLOYEES**

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Prepared by

Public Schools of North Carolina  
Department of Public Instruction  
Office of the Deputy Superintendent  
January 2002





## **PROFESSIONAL DEVELOPMENT NEEDS OF PUBLIC SCHOOL EMPLOYEES**

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### **Introduction**

In its 2001 Session, the General Assembly revised the responsibilities of the State Board of Education relative to professional development programs. Specifically, Section 31.4.(a) of G.S. 115C-12(26) was rewritten as follows:

The State Board of Education shall identify State and local needs for professional development for professional public school employees based upon the State's educational priorities for improving student achievement. The State Board also shall recommend strategies for addressing these needs. The strategies must be research-based, proven in practice, and designed for data-driven evaluation. The State Board shall report its findings and recommendations to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Board of Governors of The University of North Carolina prior to January 15, 2002, and shall review, revise, and resubmit those findings and recommendations annually thereafter. The State Board shall evaluate the reports submitted by the Board of Governors under G.S. 116-11(12a) to determine whether the programs for professional development provided by the Center for School Leadership Development address the State and local needs identified by the State Board and whether the programs are using the strategies recommended by the State Board. Prior to January 15th of each year, the State Board shall report the results of its analysis to the Board of Governors and to the Joint Legislative Education Oversight Committee.

Representatives of the Department of Public Instruction, the Center for School Leadership Development, the North Carolina Professional Teaching Standards Commission, and the North Carolina Association of Educators were involved in the development of this report. Input was also solicited from legislative staff members.

The development of this report has made clear the need for a state level comprehensive plan for professional development. A survey of superintendents and the experiences of assistance team members and curriculum specialists within the Department generated an extensive list of specific needs. These included classroom assessment strategies, developing Personalized Education Plans (PEPs), cultural diversity, curriculum alignment (especially at transitional years), instructional strategies for teaching ESL students effectively, lesson planning, questioning techniques, differentiated instruction, developing effective teacher-made tests, content/subject matter updates, organizing instructional time in an effective manner, maximizing academic time on task, instructional monitoring, data analysis, data-driven decision-making, promoting positive school climate, and increasing parental involvement. This report does not address all the needs identified, nor is it a comprehensive plan for professional development. This report, by design, focuses on a specific need to address a major issue facing North Carolina's public schools--closing the academic achievement gap among students while increasing the academic achievement of all students.



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## The Need

All children, regardless of race, gender, ethnicity, or socioeconomic status have a fundamental right to reach proficiency in reading, writing, and math, and educators have a moral imperative to ensure that this happens for every child. North Carolina is committed to working toward improving the academic achievement of all students. Yet, significant gaps in the performance of minority students exist. These gaps are documented in detail in the *Minority Achievement Report 2001, Trends in Subgroup Performance* published by the Division of Accountability in August 2001 (and available on the DPI website).

In the late summer of 2000, an Advisory Commission on Raising Achievement and Closing Gaps was appointed. The Commission was charged with advising the State Board of Education, the State Superintendent, and the local school systems on ways to raise achievement for all students and close the number of gaps that exist in student achievement outcomes and student participation in the instructional process. Commission members include teachers, school administrators, parents, school board members, community organizations, an attorney specializing in school law and policy, a researcher/consultant on diversity issues, a newspaper editor, and the dean of a public university school of education. The Commission is chaired by a former school superintendent.

Over the past year, the Commission spent a great deal of time reviewing and discussing research and the results from numerous studies related to the issue of closing the gap. Public school practitioners, researchers, and community organizations presented their practices, findings, and opinions to the Commission. Commission members visited classrooms and reviewed data provided by the Department.

At its December 2001 meeting, the State Board of Education received the first report from the Commission. Of the ten recommendations contained in the report, five were focused on Teacher Preparation and Support. Of particular relevance to this report is Recommendation 5: **"That the State Board of Education and the Superintendent immediately make a public commitment to design and fund a required, but flexible, professional development initiative that will ensure that classroom teachers acquire the knowledge, skills, and dispositions needed to be successful in teaching a diverse population of students."** The report states that

Just how much teacher professional development is enough is anyone's answer. Should it be no better than that provided heretofore, perhaps teachers have already had enough! But assuming that new professional development is based on national models and standards and centered on the achievement problems that teachers face each day, one measure of sufficiency will be when teachers are successful in teaching groups of diverse learners . . . A better way to know how much professional development is sufficient is when we can no longer predict the academic performance of groups of students based on ethnicity. . . (p. 11)

Ensuring that all teachers have the knowledge, skills, and dispositions needed to be successful in teaching a diverse population of students serves not only minority students,



but serves every student by raising the level of educational proficiency for entire classes and schools.

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### **The Center for School Leadership Development**

The State Board of Education appreciates the unique mission of each of the programs within the Center for School Leadership Development (CSLD) and the impact the programs have had on individual teachers and school administrators. The Board also recognizes the potential powerful impact the programs could have on the achievement of students in the public schools through a coordinated, cross-program effort focused at the school level. For this reason, and based on the need described above, the Center for School Leadership Development is asked to marshal its resources to assist the State Board of Education and the Department of Public Instruction in their efforts to decrease the gaps in achievement among groups of students based on race, gender, ethnicity, and socioeconomic status while raising the achievement levels of all students in two distinct, but complementary ways. Specifically, the Center for School Leadership Development is asked:

1. to develop and implement a comprehensive school-level program designed to close the achievement gap while raising the achievement of all students, and
2. to work with DPI and other appropriate partners to design and develop a series of instructional modules for teachers, administrators, and instructional support staff focused on the knowledge, skills, and dispositions essential to closing the achievement gap while raising the achievement of all students.

#### **School-Level Program**

The Center is asked to develop and implement a comprehensive school-level program designed to close the achievement gap while raising the achievement of all students. The Department of Public Instruction will identify 15-20 schools to participate in the program. The identification will be based on a number of factors including the analysis of the achievement gap data which has been completed by the DPI Closing the Gap Section, the demographics of the school, and a commitment on the part of the school to eliminate the achievement gap. Cognizant that what happens at one level of the K-12 system (e.g., the elementary school) influences what happens at other levels of the system (e.g., the middle school and high school levels), to the extent possible, a "feeder-school" model will be utilized (i.e., 3-5 high schools and the middle schools and elementary schools which "feed" into the high schools will be identified). This model can facilitate the vertical alignment of curriculum and ease the transitions between levels, helping to create a K-12 system that is seamless.



It is the expectation of the Board that the **school-level program**:

- a. be a coordinated and collaborative effort across the Center for School Leadership Development Programs, and not simply current CSLD Programs delivered at the school level;
- b. be based on a comprehensive needs assessment which involves administrators, teachers, instructional support staff, and others involved in support of instruction in the identification of needs;
- c. include not only teachers, but administrators, instructional support staff, and others involved in support of instruction;
- d. be sufficiently flexible to allow for the identification and addressing of local issues contributing to the continuation of the achievement gap;
- e. be replicable on a statewide basis;
- f. occur over an extended period of time and include provisions for participants to try out new skills and techniques and analyze the impact of new strategies and approaches on student learning;
- g. provide participants with on-the-job coaching and feedback;
- h. be predicated on the characteristics of effective professional development (identified later in this report); and
- i. utilize research-based techniques such as "Student Work Sample Methodology" (described later in this report).

### Instructional Modules

To begin creating a "library" of high quality professional development activities that can be used to address the needs of individual teachers, administrators, and instructional support staff, the Center is asked to work with DPI and other appropriate partners to design and develop a series of instructional modules focused on the knowledge, skills, and dispositions essential to closing the achievement gap while raising the achievement of all students. These modules should be designed for use by teachers, administrators, and instructional support staff, on an individual or small group basis, based on identified need. The modules will be made available to all school systems in the state, and not limited to those schools participating in the school-level program. The modules should be accessible on-line or through other distance learning technologies.

It is the expectation of the Board that the **instructional modules**:

- a. be designed for independent use by teachers, administrators, and instructional support staff (i.e., they should allow for self-directed, self-paced learning);





- b. be focused on the knowledge and skills inherent in the Core Standards for Teachers articulated by the North Carolina Professional Teaching Standards Commission and adopted by the State Board of Education; and
- c. include an assessment component that requires the individual to demonstrate application of the skills in the classroom and/or school setting.

Based on the experiences of the assistance teams and the July 2000 report by the Evaluation Section of the Division of Accountability Services entitled, *Closing the Achievement Gap: Views from Nine Schools*, the first series of modules should address the following: the impact of diversity on learning; differentiated instruction; grouping strategies; assessing student progress; data analysis as a basis for planning instruction; developing higher order thinking skills; teaching basic reading and writing skills; integrating reading and writing across the curriculum; and content/subject matter updates.

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The effectiveness of the school-level program and instructional modules will be evaluated on the basis of student work sample methodology and on student performance on standardized assessments (e.g., End of Grade and End of Course tests) and other indicators of school success (e.g., dropout rates, enrollment in AP/Honors classes) across time.

Suggested professional development strategies, assessment measures, and a possible timetable follow.

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### **Suggested Professional Development Strategies**

In recent years, there has been a considerable amount of research done nationally to determine which professional development strategies and practices are most effective in providing teachers new knowledge and skills that translate into increased student achievement. The National Staff Development Council has recently revised its standards for professional development based on this research. In North Carolina, the Professional Teaching Standards Commission has developed a set of standards for professional development, compatible with and referenced to these standards.

A summary of this research indicates that characteristics of effective professional development can be grouped into categories of effective planning, appropriate content, effective delivery, and meaningful evaluation. It is expected that programs of the Center for School Leadership Development will follow these standards in offering professional development experiences to school based personnel as they work to eliminate the achievement gap among diverse groups of students and to increase the achievement of all students.

Specifically, research has established the following parameters for effective professional development:



**Planning:** Quality professional development incorporates significant participant (administrator, teacher) involvement in planning and evaluation of the activities.

Quality professional development occurs more easily in an environment where it is invited and welcomed rather than in an environment where teachers are forced to participate.

**Content:** The content of quality professional development is research-based, significant, and appropriate to the context of the school and the environment of the teacher.

The content of professional development is based on and responsive to student needs, educator needs, school and district improvement efforts, and state guidelines.

Quality professional development increases teachers' knowledge of subject matter, of ways in which students learn the content being taught by that teacher, and of appropriate and meaningful ways to assess students' understanding of the material being taught.

One size does not fit all. The professional development needs of beginning teachers are different than the professional development needs of veteran teachers. The professional development needs of master teachers are different than the professional development needs of less-skilled teachers. The professional development needs of science teachers may be very different than the needs of English teachers.

**Delivery:** Delivery of quality professional development incorporates characteristics of adult learning theory. A variety of approaches are used to convey new knowledge and skill; active learning is encouraged; and the knowledge and skills of participants are acknowledged and capitalized on.

Professional development is delivered over an extended period of time, with provisions for teachers to try out new skills and techniques and time to reflect on and analyze the impact of new strategies and approaches.

Quality professional development includes a strong coaching/observation/follow-up component providing feedback. It supports and encourages collaboration, reflection and analysis.

Appropriate and sufficient time is provided for the planning and implementation of new strategies and techniques.

**Evaluation:** The impact of professional development is evaluated and modified based on data concerning student growth and achievement.

To increase student achievement, professional development must be on-going with



intensive follow-up and support. Instructors must model appropriate behavior, guide activities, and provide various examples, rather than emphasizing telling and directing. Educators need to collaborate with peers to make sense of the teaching and learning process in their own contexts. This professional development could include action research, conversations with peers about beliefs and assumptions that guide instruction, and reflective practices such as journal keeping.

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### **Student Work Sample Methodology**

Developed by the State of Oregon and the Oregon State University System, "Student Work Sample Methodology" provides a model that can be used to link professional development to student learning. While the Oregon model is designed for use with preservice and beginning teachers, it can easily be adapted for use with experienced teachers. The model requires teachers to develop a unit of study, articulate specific learning outcomes, and identify teaching strategies to be employed. Work products, completed by students during the unit of study, are used to assess student learning. Samples of the student work products are analyzed by the teacher and his/her colleagues for evidence of levels of student understanding and impact of the unit on student learning. The work samples provide the basis for discussion by colleagues of the teaching-learning process.

The use of Student Work Sample Methodology has the potential to transform the focus of professional development from teacher learning to student learning. Student work products can provide immediate evidence of the impact of professional development on student learning. Discussions of student work products provide the opportunity for feedback and coaching for the teacher and encourage continuous monitoring of student progress. The Student Work Sample Methodology process encourages collaborative planning of instructional units, sharing of effective practices, and teacher observations of other teachers. The process engages teachers in discussions of what constitutes evidence of student understanding and the levels of understanding. It allows school administrators to engage in discussions of what effective instruction "looks like" in the different disciplines and can encourage administrators to consider ways of restructuring time during the week for academic teachers to meet to discuss student learning as reflected in the work samples. The Student Work Sample Methodology process makes the private act of teaching more public.

The Student Work Sample Methodology process encourages the development of reflective practice inherent in National Board Certification, Performance-Based Licensure, and the product of learning required in the revised graduate teacher education programs.

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### **Assessing the Impact of the Professional Development Activities**

The objective of the professional development activities should be to decrease the gaps in achievement among diverse groups of students while raising the achievement levels of all students. The effectiveness of the activities in achieving this objective should be primarily assessed by measuring student achievement on End of Grade and End of Course



tests and on the size of the achievement gap across time in participating schools. If the programs are effective, the gaps will close and the performance of all students will increase. The ABCs results for prior years and the historic analysis of the achievement gap data completed by the DPI Closing the Gap Section will provide the baseline data for measuring progress across time. This school level data will be provided to the Center for School Leadership Development on an annual basis by the Department of Public Instruction and should be included in the CSLD Annual Report.

A secondary means of assessing the impact of the professional development activities developed by the Center for School Leadership Development in response to this request is to examine indicators of school success among different racial and ethnic groups in the school. These include numbers of students who:

- a. dropout
- b. are suspended or expelled
- c. participate in academic clubs and academic extracurricular activities
- d. participate in accelerated or advanced courses
- e. enroll in AP/Honors courses
- f. achieve honor roll or other academic recognition
- g. enroll in and successfully completing continuing education (college/technical school)

Baseline data on these measures is available from the Department and on the Department website. Changes in the above indicators across time will measure progress toward the ultimate aim of reaching the point where there is no longer an ethnic, racial, gender, or socioeconomic indicator of school success.

While evaluation of progress on the above primary and secondary indicators will assist in developing and revising a strategic plan to work with individual schools, formative assessment must also occur as the programs are implemented. This should include assessment of participants' valuing of the activities, their understanding of the activities, their use of the knowledge and skills acquired through the activities, and the administrative and community support for their implementation of suggested strategies. Student work products should be analyzed for evidence of participants' understanding and use of suggested strategies. The data gathered in the initial needs assessment should be periodically reviewed and updated.

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### **Suggested Plan and Timetable**

Primary responsibility for responding to this report rests with the Center for School Leadership Development. However, many others in the schools, communities, institutions of higher education, and the Department of Public Instruction are working to close the achievement gap while increasing the achievement of all students. These entities must work together if our children are to be served effectively and efficiently. These entities must also work together to provide the financial support for these activities. For these reasons, it is suggested that a steering committee be appointed to guide this initiative. It should be co-chaired by the DPI Deputy Superintendent and the UNC Vice President for





University/School Programs, and include representatives of the Center for School Leadership Development Programs, teachers, school administrators, higher education faculty, the Professional Teaching Standards Commission, the Closing the Gap Commission, DPI, and professional associations.

A suggested timeline for this initiative is:

- |                             |  |
|-----------------------------|--|
| <b>January 2002</b>         | ❖ Appointment of Steering Committee  |
|                             | ❖ Identification of the schools to participate in the program  |
| <b>February 2002</b>        | ❖ CSLD staff, DPI staff, and Steering Committee members trained in Student Work Sample Methodology   |
|                             | ❖ School profiles/needs assessment completed.  |
|                             | ❖ School teams (including parents and community partners) meet with CSLD program representatives, review best practices, and develop custom professional development activities that meet the needs of their respective schools. |
| <b>March 2002</b>           | ❖ Begin implementation of professional development activities in identified schools.   |
| <b>March -- August 2002</b> | ❖ Continued implementation of activities   |
|                             | ❖ Monitoring of activities by Steering Committee.  |
|                             | ❖ Development and Validation of Instructional Modules.   |
| <b>September 2002</b>       | ❖ Report from CSLD to SBE  |
| <b>Fall 2002</b>            | ❖ Assessment of Progress by Steering Committee   |
| <b>January 2003</b>         | ❖ 2nd Report by SBE  |
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# Update on the Study of Variance in Community College Faculty Salaries

Joint Legislative Committee on  
Education Oversight

February 26, 2002

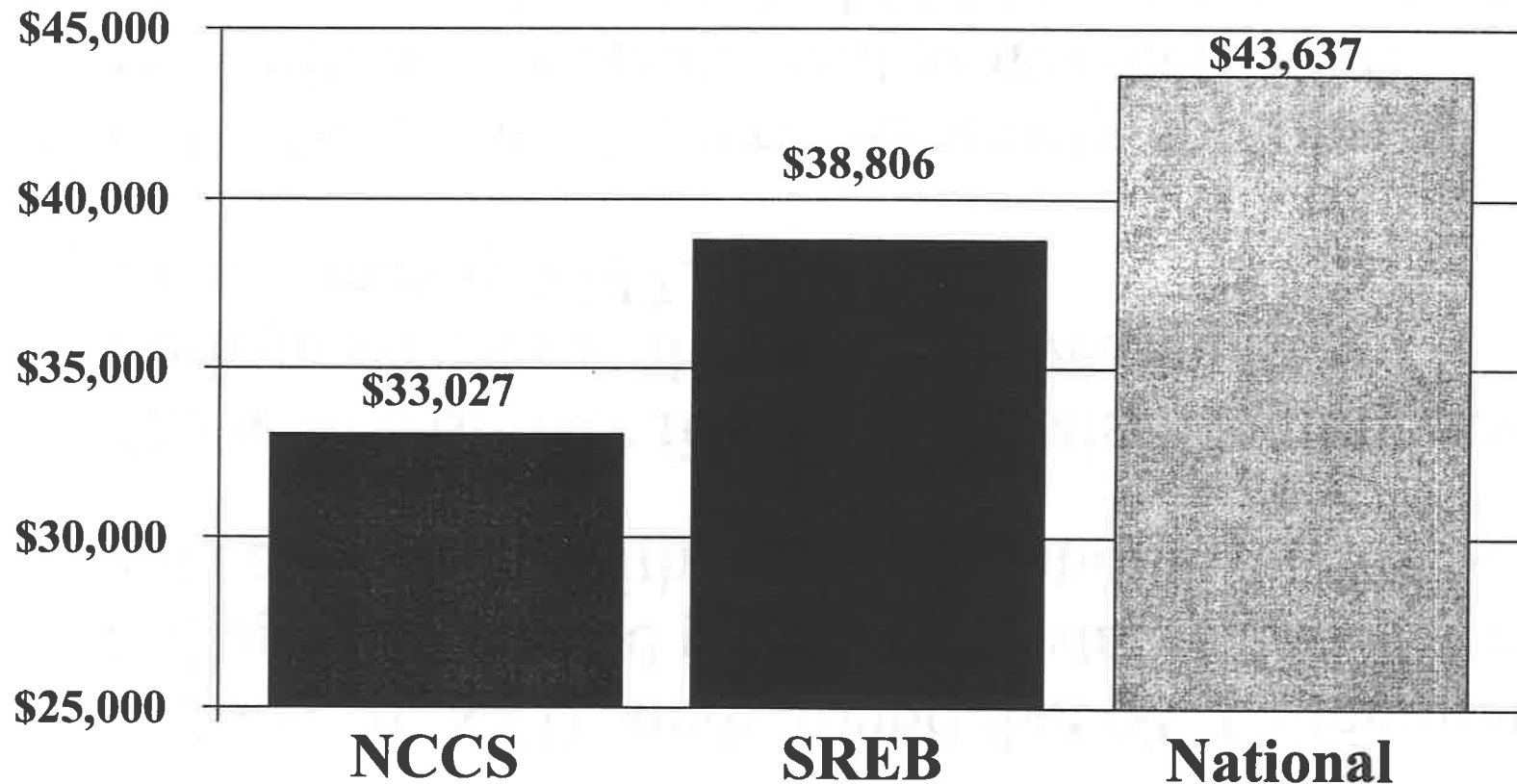
Fiscal Research Division



# Background

- In 2000, an MGT study found that NC Community College faculty and professional staff salaries are not competitive with SREB or national averages.
- The total cost over five years to raise Community College salaries to the national average is approximately \$147,280,243.
- In FY 01-02, the General Assembly appropriated \$6.9 million for faculty and professional staff salaries in addition to the \$625 legislative increase given to all State employees.

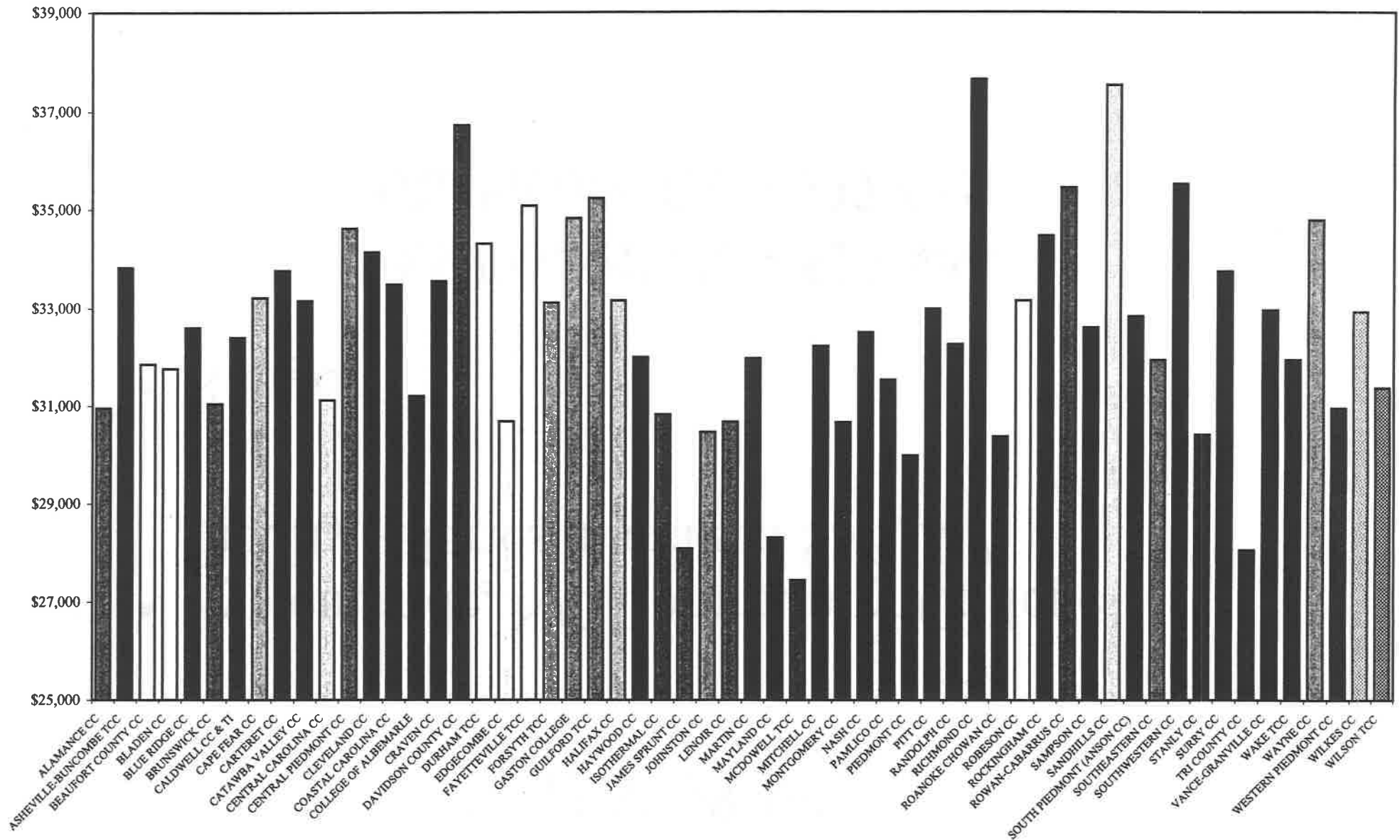
# Comparison of Community College Faculty Salaries to SREB and National Averages



# Faculty Salaries within the System (FY 98-99)

- Systemwide, NC Community College faculty salaries averaged \$33,027.
- Range:
  - McDowell CC - \$27,444
  - Richmond CC - \$37,655

# Community College Average Faculty Salaries FY 98-99





**Community College  
Average Faculty Salaries  
FY 98-99**

<b>College</b>	<b>Average Salary</b>	<b>Actual FTE</b>
McDowell CC	\$27,444	704
Tri-County CC	\$28,050	589
James Sprunt CC	\$28,089	655
Mayland CC	\$28,308	625
Piedmont CC	\$29,986	917
Roanoke Chowan CC	\$30,369	480
Stanly CC	\$30,407	849
Johnston CC	\$30,466	1668
Montgomery CC	\$30,668	369
Lenoir CC	\$30,680	1546
Edgecombe CC	\$30,690	1139
Isothermal CC	\$30,833	1050
Western Piedmont CC	\$30,947	1493
Alamance CC	\$30,962	1501
Brunswick CC	\$31,049	688
Central Carolina CC	\$31,124	2616
College of the Albermarle	\$31,215	1188
Wilson CC	\$31,366	1005
Pamlico CC	\$31,546	290
Bladen CC	\$31,775	571
Beaufort County CC	\$31,865	1032
Wake TCC	\$31,946	4806
Southeastern CC	\$31,948	1322
Martin CC	\$31,986	631
Haywood CC	\$32,012	859
Mitchell CC	\$32,236	978
Randolph CC	\$32,270	1318
Caldwell CC & TI	\$32,411	1655
Nash CC	\$32,513	1156
Sampson CC	\$32,608	975
Blue Ridge CC	\$32,608	1166
South Piedmont CC	\$32,836	870
Wilkes CC	\$32,914	1374
Vance-Granville CC	\$32,953	2127
Pitt CC	\$32,988	2302
Forsyth TCC	\$33,117	3124
Robeson CC	\$33,154	1799
Catawba Valley CC	\$33,160	1720
Halifax CC	\$33,166	947
Cape Fear CC	\$33,219	2729
Coastal Carolina CC	\$33,488	2639
Craven CC	\$33,557	1194
Surry CC	\$33,742	1683
Carteret CC	\$33,767	870
Asheville-Buncombe TCC	\$33,826	2441
Cleveland CC	\$34,144	1087
Durham TCC	\$34,314	2257
Rockingham CC	\$34,472	1121
Central Piedmont CC	\$34,621	6010
Wayne CC	\$34,776	1840
Gaston College	\$34,832	1909
Fayetteville TCC	\$35,085	5093
Guilford TCC	\$35,238	3761
Rowan-Cabarrus CC	\$35,445	2063
Southwestern CC	\$35,520	1178
Davidson County CC	\$36,725	1520
Sandhills CC	\$37,536	1882
Richmond CC	\$37,655	1251

# Purpose of Study

To evaluate the different factors that determine faculty salaries at individual colleges.

The study will answer the following questions:

1. How do colleges determine faculty salaries?
2. What factors influence faculty salaries?
3. Is there a significant variance among faculty salaries within the State?
4. Are there specific programs or categories that consistently have higher or lower salaries throughout the State?

# Scope of Study

- The study examines:
  - Full-time faculty salary information from 58 community colleges;
  - Program data from the 58 colleges; and
  - Economic data from the service areas of those colleges.
- The study does not examine:
  - Part-time faculty salaries; or
  - The Center for Applied Textile Technology.



The speakers were asked to address the following issues:

- ◆ Should the Legislative Tuition Grant be awarded to all qualified students regardless of financial need as based on family income?
- ◆ Should the Legislative Tuition Grant be awarded to a qualified student who has received a full athletic or academic scholarship?
- ◆ Should military personnel taking off-campus courses be counted in the FTE for the State Contractual Scholarship Fund (SCSF)?
- ◆ Do the audit and accountability requirements for both programs need to be strengthened?
- ◆ Is there a better way to get financial aid to needy students than by basing the formula on FTE enrollment as the SCSF does?



North Carolina Legislative Tuition Grant  
and  
State Contractual Scholarship Fund for  
Needy North Carolinians

Report to Joint Legislative  
Education Oversight Committee

Steven E. Brooks, North Carolina State Education  
Assistance Authority

## Purposes

Two complementary but separate programs

### **NCLTG**

To help all North  
Carolinians electing to  
enroll at private, non-  
profit institutions in  
the state to defray a  
part of the cost of  
higher education

### **SCSF**

To help needy North  
Carolina students meet  
the costs of enrollment  
at private, non-profit  
institutions

## Overview

- How each program works
- Average awards
- Regulations and oversight

## North Carolina Legislative Tuition Grant (NCLTG)

- Eligibility:
  - Benefit goes to students regardless of financial need or other scholarships -- same as the in-state tuition benefit at public institutions
  - 12-month North Carolina residency (same rules as in-state tuition at UNC)
  - One important difference : NCLTG goes to full-time students only -- as of October 1 in fall semester and 10th classroom day in spring semester



## NCLTG

- Current award: \$900 per semester of full time enrollment (\$1,800 per academic year if enrolled full time both semesters)
- Average awards by campus
  - vary by: continued enrollment, fall to spring
  - vary by: military assistance received by students (NCLTG is reduced by amount of such assistance)
  - 2000-2001 average grant per recipient was \$1,493

## State Contractual Scholarship Fund (SCSF)

- Funded at \$1,100 per FTE (full time equivalent) student enrolled as of October 1
- Deposited into a separate ledger account on campus for use in meeting needs of eligible students
- Analogous to federal student aid programs such as Supplemental Educational Opportunity Grant and Work-Study

## State Contractual Scholarship Fund (SCSF)

### ■ Eligibility:

- NC Resident with demonstrated need for assistance
- Awarded to needy North Carolinians enrolled at any point during the academic year -- full time student or part time students can qualify
- Financial aid administrator on campus selects recipients and determines amounts
- Limit: sum of NCLTG + SCSF is to be less than per student tuition subsidy at UNC (by agreement, not statutory/regulatory)

## SCSF

### ■ Eligibility:

- How does aid administrator select recipients and determine amounts?
  - Various sources of funds for students
  - Job is to maximize each source and meet needs of students
  - Example of packaging aid resources

## SCSF Average Awards

1998-99	\$2,102
1999-00	\$2,356
2000-01	\$2,464

- Averages vary among campuses
  - number of needy students and the amount of their need
  - other resources - federal and institutional - available to needy students on a campus
  - enrollment fall to spring (retention and new)

## Program Regulations

- Regulations for each program adopted by the SEAA Board of Directors
- Q & A guidance issued periodically by SEAA -- has force of regulations

## Operational Practices

- Each campus presents rosters of students eligible for the program
- name, permanent residency address, status
  - Fall semester – two rosters submitted
    - NCLTG: eligible students as of October 1
    - SCSF: eligible FTE as of October 1
  - Spring semester – NCLTG - 10th day of class
  - Year-end – SCSF roster of recipients for year
- SEAA staff reviews rosters prior to payment of state funds to campuses

## Training and Oversight

- Periodic training is offered by SEAA in program regulations and residency determination
- Required training of newly designated campus officials
- On-site program reviews by SEAA staff

## Audit Requirements

- Audit supplement is provided to campuses for use by private auditors (state auditor could perform but dropped as routine practice in early 1990s)
- Annual audit is required
- Deadline for receipt of audit is now established – March 30 after close of fiscal year
- Any refunds due must be received by SEAA before new state funds are disbursed



Expenditures by Program  
1995-1996 through 2000-2001 Academic Year

	NCLTG	SCSF
1995-96	27,359,978	13,740,000
1996-97	28,812,978	15,247,500
1997-98	33,150,308	19,641,981
1998-99	37,688,364	24,356,408
1999-00	40,963,379	29,485,584
2000-01	43,910,666	31,272,299





# NORTH CAROLINA LEGISLATIVE TUITION GRANTS (NCLTG), 2000-01

Institution	Total Number of Students Aided 2000-01	Total Amount Provided 2000-01	Avg. per Recipient
<b><u>Private Senior Institutions</u></b>			
Barber-Scotia College	341	\$ 542,700.00	\$ 1,591
Barton College	662	1,098,000.00	1,659
Belmont Abbey College	468	737,100.00	1,575
Bennett College	152	246,600.00	1,622
Brevard College	284	452,700.00	1,594
Campbell University	4,535	5,094,926.00	1,123
Catawba College	867	1,365,300.00	1,575
Chowan College	318	511,200.00	1,608
Davidson College	339	558,900.00	1,649
Duke University	827	1,463,400.00	1,770
Elon College	1,000	1,714,500.00	1,715
Gardner-Webb University	1,536	2,356,200.00	1,534
Greensboro College	453	729,000.00	1,609
Guilford College	442	710,100.00	1,607
High Point University	1,527	2,414,700.00	1,581
JC Smith University	377	581,400.00	1,542
Lees-McRae College	411	671,400.00	1,634
Lenoir-Rhyne College	821	1,359,000.00	1,655
Livingstone College	554	894,600.00	1,615
Mars Hill College	698	1,137,600.00	1,630
Meredith College	1,723	2,857,500.00	1,658
Methodist College	1,402	1,703,730.00	1,215
Montreat College	786	1,222,200.00	1,555
Mount Olive College	1,312	1,589,703.00	1,212
NC Wesleyan College	1,086	1,604,074.00	1,477
Peace College	509	864,900.00	1,699
Pfeiffer University	698	1,078,200.00	1,545
Queens College	352	557,100.00	1,583
St. Andrews Presby. College	199	312,300.00	1,569
St. Augustine's College	738	1,111,500.00	1,506
Salem College	463	741,600.00	1,602
Shaw University	1,662	2,405,700.00	1,447
Wake Forest University	1,023	1,776,600.00	1,737
Warren Wilson College	162	257,400.00	1,589
Wingate University	665	1,105,200.00	1,662
<b>Private Sr. Total</b>	<b>29,392</b>	<b>\$ 43,827,033.00</b>	<b>\$ 1,491</b>
<b><u>Private Junior Institutions</u></b>			
Cabarrus Col of Health Sciences	131	\$ 190,800.00	\$ 1,456
Louisburg College	381	615,600.00	1,616
<b>Private Jr. Total</b>	<b>512</b>	<b>\$ 806,400.00</b>	<b>\$ 1,575</b>
<b>GRAND TOTAL</b>	<b>29,904</b>	<b>\$ 44,633,433.00</b>	<b>\$ 1,493</b>

NOTE: The allocations above were made under the North Carolina Legislative Tuition Grant (NCLTG) program which is administered by the North Carolina State Education Assistance Authority. The General Assembly appropriated \$43,911,790 which was awarded on the basis of \$1,800 to each North Carolina resident enrolled in a North Carolina private college or university. Differences between the appropriated amount and the expended amount were covered by current and prior year refunds. NCLTG awards are paid to institutions for and on behalf of eligible students each term as defined under NCLTG Regulations.



**State Contractual Scholarship Fund (SCSF)**  
**North Carolina Undergraduate Recipients and Gross SCSF Allocations**  
**Made to North Carolina Private Colleges and Universities in 2000-01**

<b>Institution</b>	<b>NC Undergraduate Recipients</b>	<b>Gross Allocation per Institution</b>	<b>Average per Recipient</b>
<b>Private Senior Institutions</b>			
Barber-Scotia College	270	\$ 346,225.00	\$ 1,282
Barton College	388	780,725.00	2,012
Belmont Abbey College	133	524,425.00	3,943
Bennett College	63	159,500.00	2,532
Brevard College	152	295,900.00	1,947
Campbell University	1,481	4,159,100.00	2,808
Catawba College	299	848,925.00	2,839
Chowan College	176	342,100.00	1,944
Davidson College	87	336,600.00	3,869
Duke University	143	904,750.00	6,327
Elon College	299	1,084,600.00	3,627
Gardner-Webb University	706	1,703,350.00	2,413
Greensboro College	192	509,300.00	2,653
Guilford College	112	473,000.00	4,223
High Point University	680	1,397,550.00	2,055
JC Smith University	311	400,675.00	1,288
Lees-McRae College	164	436,700.00	2,663
Lenoir-Rhyne College	375	958,100.00	2,555
Livingstone College	467	564,575.00	1,209
Mars Hill College	321	764,500.00	2,382
Meredith College	547	1,880,175.00	3,437
Methodist College	637	1,296,350.00	2,035
Montreat College	368	839,575.00	2,281
Mount Olive College	577	1,198,450.00	2,077
NC Wesleyan College	369	1,364,000.00	3,696
Peace College	172	555,500.00	3,230
Pfeiffer University	303	711,150.00	2,347
Queens College	248	531,300.00	2,142
St. Andrews Presby. College	82	224,950.00	2,743
St. Augustine's College	503	834,625.00	1,659
Salem College	126	547,525.00	4,345
Shaw University	1,196	1,874,125.00	1,567
Wake Forest University	199	1,116,500.00	5,611
Warren Wilson College	76	167,200.00	2,200
Wingate University	262	703,175.00	2,684
<b>Private Senior Total</b>	<b>12,484</b>	<b>\$ 30,835,200.00</b>	<b>\$ 2,470</b>
<b>Private Junior Institutions</b>			
Cabarrus College of Health Sciences	99	\$ 160,875.00	\$ 1,625
Louisburg College	167	414,425.00	2,482
<b>Private Junior Total</b>	<b>266</b>	<b>\$ 575,300.00</b>	<b>\$ 2,163</b>
<b>GRAND TOTAL</b>	<b>12,750</b>	<b>\$ 31,410,500.00</b>	<b>\$ 2,464</b>

NOTE: The allocations shown above were made under the State Contractual Scholarship Fund (SCSF) program to North Carolina resident undergraduate students attending private colleges and universities in North Carolina. For 2000-01, the allocation made to each institution was determined by multiplying the number of full-time equivalent North Carolina resident undergraduates enrolled by \$1,100.00. The funds so allocated were then granted by the institutions to their North Carolina undergraduate students on the basis of financial need. The General Assembly appropriated \$31,763,002 for the SCSF program for the 2000-01 academic year. The North Carolina State Education Assistance Authority has administered the SCSF program since July 1993.



**"§ 116-19. Contracts with private institutions to aid North Carolina students; students; reporting requirement.**

(a) In order to encourage and assist private institutions to continue to educate North Carolina students, the State Education Assistance Authority may enter into contracts with the institutions under the terms of which an institution receiving any funds that may be appropriated pursuant to this section would agree that, during any fiscal year in which such funds were received, the institution would provide and administer scholarship funds for needy North Carolina students in an amount at least equal to the amount paid to the institution, pursuant to this section, during the fiscal year. Under the terms of the contracts the State Education Assistance Authority would agree to pay to the institutions, subject to the availability of funds, a fixed sum of money for each North Carolina student enrolled at the institutions for the regular academic year, said sum to be determined by appropriations that might be made from time to time by the General Assembly pursuant to this section. Funds appropriated pursuant to this section shall be paid by the State Education Assistance Authority to an institution on certification of the institution showing the number of North Carolina students enrolled at the institution as of October 1 of any year for which funds may be appropriated.

(b) The State Education Assistance Authority shall document the number of full-time equivalent North Carolina undergraduate students that are enrolled in off-campus programs and the State funds collected by each institution pursuant to G.S. 116-19 for those students. The State Education Assistance Authority shall also document the number of scholarships and the amount of the scholarships that are awarded under G.S. 116-19 to students enrolled in off-campus programs. An 'off-campus program' is any program offered for degree credit away from the institution's main permanent campus.

The State Education Assistance Authority shall include in its annual report to the Joint Legislative Education Oversight Committee the information it has compiled and its findings regarding this program (1971, c. 744, s. 1; c. 1244, s. 5; 1993, c. 321, s. 80(d); 2001-424, s. 31.1(b).)

**§ 116-20. Scholarship and contract terms; base period.**

In order to encourage and assist private institutions to educate additional numbers of North Carolinians, the Board of Governors of the University of North Carolina is hereby authorized to enter into contracts within the institutions under the terms of which an institution receiving any funds that may be appropriated pursuant to this section would agree that, during any fiscal year in which such funds were received, the institution would provide and administer scholarship funds for needy North Carolina students in an amount at least equal to the amount paid to the institution, pursuant to this section, during the fiscal year. Under the terms of the contracts the Board of Governors of the University of North Carolina would agree to pay to the institutions, subject to the availability of funds, a fixed sum of money for each North Carolina student enrolled as of October 1 of any year for which appropriated funds may be available, over and above the number of North Carolina students enrolled in that institution as of October 1, 1997, which shall be the base date for the purpose of this calculation. Funds appropriated pursuant to this section shall be paid by the State Education Assistance Authority to an institution upon recommendation of the Board of Governors of the University of North Carolina and on certification of the institution showing the number of North Carolina students enrolled at the institution as of October 1 of any year for which funds may be appropriated over the number enrolled on the base date. In the event funds are appropriated for expenditure

pursuant to this section and funds are also appropriated, for the same fiscal year, for expenditure pursuant to G.S. 116-19, students who are enrolled at an institution in excess of the number enrolled on the base date may be counted under this section for the purpose of calculating the amount to be paid to the institution, but the same students may also be counted under G.S. 116-19, for the purpose of calculating payment to be made under that section. (1971, c. 744, s. 2; c. 1244, s. 5; 1998-212, s. 11.10.)

**§ 116-21. Contract forms; reports; audits; regulations.**

The State Education Assistance Authority may prescribe the form of the contracts to be executed under G.S. 116-19 and 116-20, to require of the institutions such reports, statements and audits as the Authority may deem necessary or desirable in carrying out the purposes of G.S. 116-19 through 116-22 and to adopt rules that will, in the opinion of the Authority, help to achieve the purposes of G.S. 116-19 through 116-22. (1971, c. 744, s. 3; c. 1244, s. 5; 1993, c. 321, s. 80(e).)

**§ 116-21.1. Financial aid for North Carolina students attending private institutions of higher education in North Carolina.**

(a) Funds shall be appropriated each fiscal year in the Current Operations Appropriations Act to the Board of Governors of The University of North Carolina for aid to institutions and shall be disbursed in accordance with the provisions of G.S. 116-19, 116-21, and 116-22.

(b) The funds appropriated in compliance with this section shall be placed in a separate, identifiable account in each eligible institution's budget or chart of accounts. All funds in the account shall be provided as scholarship funds for needy North Carolina students during the fiscal year. Each student awarded a scholarship from this account shall be notified of the source of the funds and of the amount of the award. Funds not utilized under G.S. 116-19 shall be available for the tuition grant program as defined in G.S. 116-21.2. (2001-424, s. 31.1(a).)

**"§ 116-21.2. Legislative tuition grants to aid students attending private institutions of higher education.**

(a) In addition to any funds appropriated pursuant to G.S. 116-19 and in addition to all other financial assistance made available to institutions, or to students attending these institutions, there is granted to each full-time North Carolina undergraduate student attending an approved institution as defined in G.S. 116-22, a sum, to be determined by the General Assembly for each academic year which shall be distributed to the student as provided by this subsection.

(b) The tuition grants provided for in this section shall be administered by the State Education Assistance Authority pursuant to rules adopted by the State Education Assistance Authority not inconsistent with this section. The State Education Assistance Authority shall not approve any grant until it receives proper certification from an approved institution that the student applying for the grant is an eligible student. Upon receipt of the certification, the State Education Assistance Authority shall remit at the times as it prescribes the grant to the approved institution on behalf, and to the credit, of the student.

(c) In the event a student on whose behalf a grant has been paid is not enrolled and carrying a minimum academic load as of the tenth classroom day following the beginning of the school term for which the grant was paid, the institution shall refund the full amount of the grant to the State Education Assistance Authority. Each approved institution shall be subject to examination by the State Auditor for the purpose of

determining whether the institution has properly certified eligibility and enrollment of students and credited grants paid on behalf of the students.

(d) In the event there are not sufficient funds to provide each eligible student with a full grant:

(1) The Board of Governors of The University of North Carolina, with the approval of the Office of State Budget and Management, may transfer available funds to meet the needs of the programs provided by subsections (a) and (b) of this section; and

(2) Each eligible student shall receive a pro rata share of funds then available for the remainder of the academic year within the fiscal period covered by the current appropriation.

(e) Any remaining funds shall revert to the General Fund. (2001-424, s. 31.1(a).)

**"§ 116-21.3. Legislative tuition grant limitations.**

(a) For purposes of this section, an 'off-campus program' is any program offered for degree credit away from the institution's main permanent campus.

(b) No legislative tuition grant funds shall be expended for a program at an off-campus site of a private institution, as defined in G.S. 116-22(1), established after May 15, 1987, unless (i) the private institution offering the program has previously notified and secured agreement from other private institutions operating degree programs in the county in which the off-campus program is located or operating in the counties adjacent to that county or (ii) the degree program is neither available nor planned in the county with the off-campus site or in the counties adjacent to that county.

(c) Any member of the armed services, as defined in G.S. 116-143.3(a), abiding in this State incident to active military duty, who does not qualify as a resident for tuition purposes, as defined under G.S. 116-143.1, is eligible for a legislative tuition grant pursuant to this section if the member is enrolled as a full-time student. The member's legislative tuition grant shall not exceed the cost of tuition less any tuition assistance paid by the member's employer.

(d) A legislative tuition grant authorized under G.S. 116-21.2 shall be reduced by twenty-five percent (25%) for any individual student who has completed 140 semester credit hours or the equivalent of 140 semester credit hours. (2001-424, s. 31.1(a).)

**"§ 116-21.4. Limitations on expenditures.**

(a) Expenditures made pursuant to G.S. 116-19, 116-20, 116-21.1, or 116-21.2 may be used only for secular educational purposes at an institution as defined by G.S. 116-22.

(b) Expenditures made pursuant to G.S. 116-19, 116-20, 116-21.1, or 116-21.2 shall not be used for any student who:

(1) Is incarcerated in a State or federal correctional facility for committing a Class A, B, B1, or B2 felony; or

(2) Is incarcerated in a State or federal correctional facility for committing a Class C through I felony and is not eligible for parole or release within 10 years. (2001-424, s. 31.1(a).)

**§ 116-22. Definitions applicable to §§ 116-19 to 116-22.**

As used in G.S. 116-19 through 116-22:

(1) "Institution" shall mean an educational institution with its main campus located in this State that is not owned or operated by the State of North Carolina or by an agency or political subdivision of the State or by any combination thereof, that is accredited by the Southern Association of

Colleges and Schools under the standards of the College Delegate Assembly of said Association and that is not a seminary, Bible school, Bible college or similar religious institution.

- (2) "Student" shall mean a resident of North Carolina in accordance with definitions of residency that may from time to time be adopted by the Board of Governors of the University of North Carolina and published in the residency manual of said Board; and a person who has not received a bachelor's degree, or qualified therefor, and who is otherwise classified as an undergraduate under such regulations as the Board of Governors of the University of North Carolina may promulgate. The enrollment figures required by G.S. 116-19 through 116-22 shall be the number of full-time equivalent students as computed under regulations prescribed by the Board of Governors of the University of North Carolina. Qualification for in-State tuition under G.S. 116-143.3 makes a person a "student" as defined in this subdivision. (1971, c. 744, s. 4; c. 1244, s. 5; 1983 (Reg. Sess., 1984), c. 1034, s. 59; 1987, c. 830, s. 93(d).)



## HB 275 Overview

- In 1999, the General Assembly passed HB 275 (SL 99-0321), which created a Training and Employment Account within the Unemployment Insurance Fund.
- Funds come from a 20% surcharge on the Unemployment Insurance (UI) taxes collected in a given year if the Unemployment Insurance Account is above a certain amount.
- If the UI account is in good standing, twenty percent of the unemployment tax goes to the Training and Employment Account; the remainder goes to the UI account. For example, if the tax rate is 1%, then 0.8% would go to the UI account and 0.2% would go to the Training and Employment Account.
- The General Assembly annually appropriates the entire balance of the Account, dividing it between the Community Colleges (80%) and ESC (20%).

### **HB 275 Community College Allocations Since 1999**

1999-2000	\$18,000,000
2000-2001	\$48,500,000
2001-2001	\$28,054,298
<b>Total</b>	<b>\$94,554,298</b>

- HB 275 limited expenditure of the funds by the Community Colleges to nonrecurring expenditures to provide worker training through improved continuing education, acquisition of modern training equipment, operation of specialized training centers, enhancement of small business center training, expansion of training for new and expanding industries, incentive grants for incumbent worker training, programs funded by the Worker Training Trust Fund, and other Community College programs.
- The State Board of Community Colleges is expected to report on the expenditure of HB 275 funds before May 1 each year.



## EMPLOYMENT SECURITY COMMISSION TRAINING AND EMPLOYMENT ACCOUNT FUNDS

Section 9.11.(a) Contingent upon enactment of House Bill 275, 1999 General Assembly, there is appropriated from the Employment Security Commission Training and Employment Account created in G.S. 96-6.1, as enacted by House Bill 275, 1999 General Assembly, to the Community Colleges System Office the sum of twenty-two million dollars (\$22,000,000) for the 1999-2000 fiscal year and the sum of fifty-six million five hundred thousand dollars (\$56,500,000) for the 2000-2001 fiscal year. If House Bill 275, 1999 Session, provides an expenditure schedule or source of funds different from that provided in this section, then House Bill 275, 1999 Session, prevails to the extent of the conflict. These funds shall be used as follows:

	1999-2000	2000-2001
1. Nonreverting Equipment, Technology, and MIS Reserve	\$12,000,000	\$42,500,000
2. Nonreverting Start-Up Fund for Regional and Cooperative Initiatives	\$ 3,000,000	\$ 3,000,000
3. New and Expanding Industry Training Program	\$ 6,000,000	\$ 9,000,000
4. Enhanced Focused Industrial Training Programs	\$ 1,000,000	\$ 2,000,000
TOTAL:	\$22,000,000	\$56,500,000

Funds allocated for the Nonreverting Start-Up Fund for Regional and Cooperative Initiatives shall be used for community college projects that foster regional cooperation among community colleges, between public schools and community colleges, and between universities and community colleges.

Section 9.11.(b) Contingent upon enactment of House Bill 275, 1999 General Assembly, there is appropriated from the Employment Security Commission Training and Employment Account created in G.S. 96-6.1, as enacted by House Bill 275, 1999 General Assembly, to the Employment Security Commission the sum of five million five hundred thousand dollars (\$5,500,000) for the 1999-2000 fiscal year and the sum of fourteen million one hundred thousand dollars (\$14,100,000) for the 2000-2001 fiscal year for the costs of collecting and administering the new training and reemployment contribution and for enhanced reemployment services.

Section 9.11.(c) To the extent that the State receives more in the Employment Security Commission Training and Employment Account than the funds appropriated in subsections (a) and (b) of this section:

- (1) Eighty percent (80%) of these funds are hereby appropriated for the 1999-2000 fiscal year and the 2000-2001 fiscal year to the Community Colleges System Office for the purposes set out in subsection (a) of this section and the State Board of Community Colleges may allocate the additional funds for those purposes; and
- (2) Twenty percent (20%) of these funds are hereby appropriated to the Employment Security Commission for the 1999-2000 fiscal year and the

2000-2001 fiscal year, and it may allocate the additional funds for those purposes.

Section 9.11.(d) Funds appropriated in this section shall be used for nonrecurring expenses only and shall not obligate the State financially in future fiscal years. Funds appropriated in this section shall not be used to supplant funds from other sources.

Section 9.11.(e) The Community Colleges System Office and the Employment Security Commission shall report to the Joint Legislative Education Oversight Committee prior to May 1, 2000, on proposed expenditures of these funds and prior to May 1 of subsequent years on actual expenditures.

Section 9.11.(f) The Community Colleges System Office, the Department of Commerce, and the Employment Security Commission shall jointly develop a list of options for delivering workforce training more efficiently and more effectively. These options shall include one-stop job placement and career centers. The Community Colleges System Office, the Department of Commerce, and the Employment Security Commission shall report on these options to the Joint Legislative Education Oversight Committee prior to May 1, 2000.

# **The State Board of Community Colleges**

## **The North Carolina Community College System Office**

### **A Report to the Joint Legislative Education Oversight Committee Of the North Carolina General Assembly**

**“Expenditures from House Bill 275 Funds:  
July 1, 2000 – June 30, 2001”**

**Office of the President**

**The Division of Business and Finance  
The Division of Economic & Workforce Development**

**January 2002**



## Introduction

The 1999 Session of the North Carolina General Assembly recognized the importance of workforce training by providing an unprecedented appropriation<sup>1</sup> of funds to the North Carolina Community College System (NCCCS). The appropriation, originating from the "Employment Security Commission Training and Employment Account"<sup>2</sup>, was made to develop a funding mechanism<sup>3</sup> to enhance worker training in North Carolina. The legislation that initiated the appropriation became commonly known as **House Bill 275**.

The appropriation made to the NCCCS from the funds generated by House Bill 275 was designated for four specific workforce development activities<sup>4</sup>. They included:

- Equipment, Technology and Management Information System Reserves
- Regional and Cooperative Programs
- New and Expanding Industry
- Focused Industrial Training

## Reporting Requirement

In addition to the appropriation made by the 1999 Session Laws and House Bill 275, the General Assembly imposed a reporting requirement upon the NCCCS about the expenditure of these funds. This is stated as follows:

*The Community College System Office and the Employment Security Commission shall report to the Joint Legislative Education Oversight Committee prior to May 1, 2000, on proposed expenditures of these funds and prior to May 1 of subsequent years on actual expenditures.*  
*Section 9.11.(e)*

**It is the purpose and intent of this report to comply with the directive of the General Assembly**

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<sup>1</sup> "the Current Operations and Capital Improvements Act of 1999" – Session Law 1999-237

<sup>2</sup> Created in G.S. 96-6.1

<sup>3</sup> Ratified on July 15<sup>th</sup>, 1999, the bill established a funding mechanism which implemented a zero unemployment insurance tax rate for employers with positive insurance ratings, and to temporarily reduce the unemployment insurance tax by twenty percent for most employers and substitute an equivalent contribution to fund enhanced employment services and worker training programs.

<sup>4</sup> Section 9.11. (a) Of Session Laws 1999-237.

### Establishing Availability

The legislation that authorized the establishment of the funding mechanism for enhanced worker training also established a special account within the Office of the State Treasurer.<sup>5</sup> This account was established as a non-reverting, interest earning account. At the time the legislation was passed, the Employment Security Commission estimated that the receipts generated from House Bill 275 would amount to approximately \$56.5 million for fiscal year 2000-01.<sup>6</sup> In a subsequent written communication from then Employment Security Commission (ESC) Chairman J. Parker Chesson, Jr., a revised estimate of availability was established.<sup>7</sup> The comparison of these receipt estimates is as follows:

<b>Workforce Development Activities</b>	<b>Legislative Estimate for 2000-01 &lt;July 1999&gt;</b>	<b>Revised Estimates for 2000-01 &lt;August 1999&gt;</b>
Equipment, Technology and MIS Reserve Funds	\$42,500,000	\$38,000,000
Start-Up Fund for Regional and Cooperative Initiatives	\$3,000,000	\$3,000,000
New and Expanding Industry Training Program	\$9,000,000	\$5,500,000
Focused Industrial Training Program	\$2,000,000	\$2,000,000
<b>Totals</b>	<b>\$56,500,000</b>	<b>\$48,500,000</b>

As staff examined the actual receipt collections from fiscal year 1999-2000, and reviewed all the available information about the economic forecast for fiscal year 2000-01, a further revision in the estimated House Bill 275 receipts was provided to President Lancaster by the Division of Business and Finance prior to the beginning of the fiscal year. The revised forecast was adjusted downward to \$42.65 million, and was distributed as follows:

<b>Workforce Development Activities</b>	<b>Estimates Prepared By the Division of Business and Finance</b>
Equipment, Technology and MIS Reserve Funds	\$33,150,000
Regional and Cooperative Initiatives	\$2,000,000
New and Expanding Industry Training Program	\$5,500,000
Focused Industrial Training Program	\$2,000,000
<b>Totals</b>	<b>\$42,650,000</b>

Based upon these revised estimates, President Lancaster directed that a spending plan be prepared.

<sup>5</sup> "Training & Employment Account"

<sup>6</sup> Section 9.11. (a) Of Session Laws 1997-237.

<sup>7</sup> August 1999 letter from Chairman J. Parker Chesson to System President H. Martin Lancaster.



### **Spending Plan, Actual Collections and Disbursements**

Based upon the President's directive, the Division of Business and Finance prepared a spending plan (Cash Flow Projections), and an accompanying document to monitor the actual collections and disbursements. This can be found in **Attachment A**. In order to make the spending plan come within the estimated availability of receipts, we reduced the largest estimated expenditure – equipment.

With respect to the allocation of receipts to the "Training and Employment Account" by the ESC, it should be noted that the receipts are not allocated in equal installments. The reasons for that are:

- Employers remit payments to the ESC on a quarterly basis, based upon the amount they are required to pay.
- The billings are based upon a calendar quarter, while the state operates on a fiscal year basis.
- There is a delay of approximately 45 days between the end of the calendar quarter, when payments and deposits are made, and the subsequent disbursement to the NCCCS.
- There are multiple disbursements to the NCCCS throughout the quarter.

Therefore, Attachment A lays out the fiscal quarter receipts. In the final analysis, the actual collections were 96% of the final cash flow projections made by the Division of Business and Finance.

### **Anticipated and Actual Expenditure of Funds**

As previously discussed, there were four specific workforce development activities identified by the General Assembly for the use of House Bill 275 funds by the NCCCS. As such, the anticipated spending plan focused around those four areas. The following information provides an accounting of the actual expenditure of those funds:

#### **A. Equipment, Technology and MIS Reserve**

In 1998, the State Board of Community Colleges commissioned MGT of America, Inc, a nationally recognized education consultant, to study the allocation of equipment resources in the North Carolina Community College System. After several months of study, the consultant made a comprehensive report to the State Board, which included several recommendations that were subsequently adopted. The report cited a September, 1997 survey by the System Office that identified approximately \$131.7 million of unfunded equipment needs. In addressing these needs, the consultant recognized the need for major additional funding, and called for the redesign of the equipment allocation formula. Eliminating from further use a depreciation factor for equipment, which had created historical inequities among the 58 colleges, the consultant replaced this with an increased base allocation (from \$20,000 to \$100,000) for all colleges, and the balance of the equipment appropriation on the basis of equipment FTE, whereby high equipment intensity

programs would generate more funding per student than other programs.<sup>8</sup> The Division of Business and Finance developed a spending plan for the use of the equipment funds for 2000-01. Each Community College was advised in mid-July of the funds that would be available to them by fiscal quarter, again based upon the actual disbursement of funds from the Training and Employment Account. The spending plan is included in Attachment B. As previously noted, the actual collection of House Bill 275 receipts, and subsequent allocations came in slightly below expectations (96%). As such, the final allocations are reported in Attachment C.

At the same time colleges were given quarterly spending plans for equipment, they were also advised of a reporting requirement to account for both the House Bill 275 equipment funds appropriated for 2000-01, and the House Bill 275 funds carried forward from fiscal year 1999-2000. Toward that end, four specific expenditure codes were established within the House Bill 275 funds (purpose 922). Consistent with a 1997 "Equipment Needs Survey" which identified broad areas of need, the expenditure codes that were established included:

1. Computer equipment and technology (5315)
2. Allied health and diagnostic equipment (5316)
3. Shop and lab machinery and machines (5317)
4. Other moveable equipment (5318)
5. Minor equipment (< \$1,000) (5510)

For fiscal year 2000-01, \$30.8 million was actually allocated in new funds, and an additional \$8.01 million was available from funds carried forward from 1999-2000.<sup>9</sup> Based upon actual expenditures, the colleges spent House Bill 275 equipment funds for the following purposes:

<u>Purpose</u>	<u>Funds Expended</u>	<u>% of Total</u>
Computer/Technology	\$ 9,716,575	60.2%
Allied Health	\$ 550,207	3.4%
Machines/Machinery	\$ 1,386,250	8.6%
Other	\$ 2,732,883	16.9%
Minor	\$ 1,748,724	10.8%
<b>Total</b>	<b>\$ 16,134,639</b>	<b>100.0%</b>

Approximately \$300,000 was moved to HB 275 operating

Of the \$38.8 million available, \$22.4 million was carried forward to fiscal year 2001-02. The reasons for the large carry forward are several. First, with the passage of the \$3.1 billion 2000 Higher Education Bond Referendum in 2000, colleges that will have facilities coming on line fairly quickly are saving a portion of their funds for that purpose. In addition, there were strong concerns about the availability of cash with which colleges could carry over their regular equipment funds during the 2000-01 budget shortfall. As such, they were advised to spend their regular equipment

<sup>8</sup> Including "old" Technical, Vocational and Occupational Extension programs, now known as Applied Science and Continuing Education Programs.

<sup>9</sup> Section 9.11. (a) Of Session Laws 1999-237 noted that the equipment funds were "non-reverting." This mirrors the regular state appropriated equipment funds for the NCCCS.

funds first, which they did, for fear of losing it. Their House Bill 275 funds were not a part of reversions for 2000-01. Thus, the carry forward was much larger than would otherwise be expected. A detailed accounting by college is included in **Attachment D**.

## **B. Start-Up Funds for Regional and Cooperative Initiatives**

Increasingly regional training needs tend to transcend service area boundaries of an individual particular community college. Programs and activities in such areas as plastics, networking, metal working, e-commerce, allied health, and the like take on a regional focus, and require collaborative efforts to be initiated and sustained. The cost of such programs and activities are enormous. It is practically impossible for any one college to have the resources necessary to initiate these programs, and taxing authorities within the service delivery area are reluctant to fund activities that are not county-specific.

It goes without saying that the skills needed of employees by both business and industry know no boundaries. Industries often draw on labor pools that are increasingly regional in nature. Industries also look increasingly to the NCCCS to provide them with a labor pool that has the skills necessary to their particular process. It is against this backdrop therefore that a portion of funds was designated by the General Assembly for regional and cooperative programs that benefit primarily business and industry. It is also important to note that the Assembly contemplated drawing as many participants into the process as possible by noting the language "cooperative initiatives."

In response to legislative intent, the State Board of Community Colleges directed President Lancaster to develop a competitive process whereby colleges would develop proposals for a portion of the funds for regional and cooperative programming. A grant application was developed and proposals were solicited.

For 2000-2001, the System Office received 26 proposals requesting approximately \$8 million. For each funding year an ad hoc committee was established to review the proposals and make recommendations to the State Board for funding. The proposals recommended by the committee and approved by the State Board included:

### 2000-2001

1. Central Carolina CC, "Specialized Training Center to Address the Workforce Needs of the Telecommunications Industry" \$400,000

A collaboration between Central Carolina CC, the telecommunications Industry, and the Lee and Harnett County Schools to create a specialized training center to offer high-tech telecommunications training to the area.

2. Central Piedmont CC, "The Charlotte Region Workforce Development Partnerships Regional IT Training Collaborative" 392,175

The proposal seeks to expand the regional Information Technology (IT) Initiative among the 10 area colleges and universities to meet the needs of business and industry for more IT workers. The funds would be used to recruit and retrain displaced workers by utilizing short-term training courses which the consortium will develop.

3. Davidson County CC, "Redesigning the Supply Pipeline: Plastics, Tool, Die, and Mold Making Workforce"

58,555

The college in partnership with area plastics industry leaders and public schools in Davidson County is developing a model in early career awareness, public school curriculum redesign, and more comprehensive apprenticeships/internships.

4. Forsyth Tech CC, "Information Technology Education Center Grant Proposal"

399,770

The college in collaboration with area colleges, universities, and schools is developing an Information Technology (IT) Center. The center will seek to produce certified technical trainers, produce certified technicians, and provide basic technical training to the current and future area workforce.

- 5 Isothermal CC, "Cooperative Creation of a Composites Training Center Serving Western North Carolina"

400,000

The college established a training center in support of emerging composites fabrication industries in Rutherford County. The bulk of the funds received through the grant will be expended on resin transfer molding and testing equipment. The college is establishing a Composites Technician program in conjunction with NC A&T.

6. Piedmont CC, "Center for Digital Media"

349,500

The college is creating a specialized regional training center that will focus on advancing technology in the digital effects and animation field. A major component of the project is the development of the Digital Effects and Animation Technology Program with regional implications.

**TOTAL**

**\$2,000,000**

A chart reflecting the expenditure of grants through June 30, 2001 is as follows:

2000-2001 AWARDS	AMOUNT	EXPENDED	UNEXPENDED
	BUDGETED	THRU JUNE 30, 2001	BALANCE
Central Carolina CC	\$ 400,000.00	\$ 63,805.56	\$ 336,194.44
Central Piedmont CC	392,175.00	18,103.29	374,071.71
Davidson County CC	58,555.00	-	58,555.00
Forsyth TCC	399,770.00	112,694.97	287,075.03
Isothermal CC	400,000.00	22,551.10	377,448.90
Piedmont CC	349,500.00	206,013.63	143,486.37
<b>TOTAL</b>	<b>\$ 2,000,000.00</b>	<b>\$ 423,168.55</b>	<b>\$ 1,576,831.45</b>

A number of these projects take time to deploy, including program development, hiring faculty, and working within public-private partnerships. That is why the expenditure amounts are so small, and why General Assembly made the funds allocated to these projects non-reverting.<sup>10</sup>

<sup>10</sup> Section 9.11. (a) Of Session Laws 1999-237

### C. New and Expanding Industry Training

Customized training funds allocated from the ESC Employment and Training Account in 2000-2001 provided supplementary funding to the New and Expanding Industry Training program. The New and Expanding Industry Training program is the nation's oldest customized training program. It is directly tied to the state's economic development programs and has been modeled throughout the country with 47 states today sponsoring similar programs in support of economic development. The program allows for customized training programs to be developed and provided to specific companies that create 12 or more jobs in a specific year.

During 2001, the New and Expanding Industry Training Program supported customized training for 203 companies and trained 24,068 North Carolinians for new jobs, a 20% increase over the previous program year. Of the companies supported, 68% were in rural counties and 61% were expansions. For the 2001 program year, 99% of clients rated the company as excellent or very good in meeting expectations, and the program was ranked the #2 workforce training program in the nation by *Expansion Management* magazine.

During the 2001 program year, \$5,500,000 was available New and Expanding Industry Training projects. Of this amount, expenditures totaled \$2,449,516, and supported the following projects:

<u>College</u>	<u>Company</u>	<u>2000-2001 Expenditures</u>
Asheville-Buncombe	Medical Action Industries	\$ 10,803.68
Asheville-Buncombe	Sample Group	10,016.32
Brunswick	Rampage Sportfishing Yachts	88,741.34
Catawba Valley	Alcatel Optical Fiber Div	59,675.58
Catawba Valley	CommScope, Claremont	7,439.42
Central Carolina	Wyeth-Lederle Vaccines	16,951.08
Central Piedmont	Digital Optics	22,952.00
Central Piedmont	Media Development Office	19,056.64
Central Piedmont	Solectron	19,172.00
Central Piedmont	United Stationers Supply	956.00
Coastal Carolina	Omega World Travel, Inc	3,020.00
Davidson County	Unifi, Incorporation	67,441.86
Durham	Eisai Pharmatechnology	42,240.64
Edgecombe	Air System Components	26,611.00
Edgecombe	QVC	135,457.93
Edgecombe	Sara Lee	60,991.88
Fayetteville	Cingular Wireless	315,235.27
Gaston	Buckeye Technologies, Inc	30,498.96
Guilford	RF Micro Devices	222,198.37
Guilford	Thomas-Dennis Co. LLC	19,557.30
Isothermal	Broyhill Furniture Industries	96,061.18
Isothermal	Woodland Mills	101,245.12
Lenoir	MasterBrand Cabinets, Inc.	106,478.82

Lenoir	Mountain Air Cargo, Inc.	25,200.00
Martin	Penco Products Corporation	37,413.93
Mitchell	J.C. Penny Company, Inc.	10,251.00
Mitchell	Polar Plastics (NC) Inc.	7,157.00
Pitt	Catalytica Pharmaceuticals, Inc.	56,659.63
Pitt	Convergys Corporation	48,000.00
Pitt	Grady-White Boats	3,466.21
Richmond	FCC (north Carolina), Inc.	36,539.06
Richmond	KordSA USA, Inc.	1,378.00
Robeson	Elkay	7,718.00
Rockingham	Gildan Activewear	6,800.00
Rowan-Cabarrus	Corning, Inc.	157,618.42
Rowan-Cabarrus	Owens Corning	22,180.58
Sandhills	Unilever HPC	26,318.21
Southeastern	Coastal Apparel	432.97
Southeastern	Cornflandley, Inc.	10,851.63
Southwestern	Zickgraf	20,451.17
TriCounty	Western Forge	141,819.00
Vance-Granville	Chesapeake Packaging	15,848.95
Vance-Granville	Revlon	161,650.14
Wake	Cisco Systems, Inc.	83,682.60
Wake	John Deere Turf Care	24,671.00
Wake	MCI WorldCom	60,606.00
Total		\$2,449,515.89

#### **D. Focused Industrial Training**

Customized training funds allocated from the ESC Employment and Training Account in 2000-2001 provided supplementary funding to the Focused Industrial Training Program. The Focused Industrial Training program provides customized retraining opportunities to manufacturing and information technology companies in North Carolina to enhance their productivity and competitiveness.

Based on the guidelines for the Focused Industrial Training (FIT) program, funds may be utilized in three categories to support manufacturing and information technology companies (i.e., software publishers and designers of computer equipment). These categories include:

##### **1) Company-specific projects**

Company-specific projects provide customized training to assist companies in retraining production employees in new technologies and production processes.

##### **2) Seminar workshops for groups of companies**

Seminar workshops are provided to employees from multiple companies in a college's service area to provide information and training on technologies and production processes.

##### **3) Special projects to develop and provide new training programs**

Special projects may be approved to develop and provide new training programs designed to support North Carolina manufacturing and information technology industries.

During the 2000-2001 program year, total HB 275 expenditures for the Focused Industrial Training (FIT) program were \$1,356,738.85, including Apprenticeship. Based on the FIT program categories defined above, the HB 275 funds supported the following projects

**Company-Specific Projects:**

<u>College</u>	<u>Company Supported</u>	<u>Type of Training</u>
Catawba Valley	Hickory Chair	Lean Mfg.
Catawba Valley	Broyhill Furniture	PLC
Central Carolina	Tyson Foods	Product Improve.
Davidson County	Ingersoll-Rand	CAD Software
Edgecombe CC	Inco	Apprentice product.
Fayetteville Tech	DeWalt	Saw Injection
Forsyth Tech	Deere-Hitachi	
Forsyth Tech	Penn Engineering	Metallurgy
Forsyth Tech	Texwipe	
Gaston College	GeoGolf	Inform. Technol.
James Sprunt	Schindler	Robotics/CNC
Johnston CC	Bayer	WorkKeys
Martin CC		Autocoros
Mitchell	Goodyear	Machining Skills
McDowell Tech	Baxter Healthcare	Indust. Maint.
Randolph	Ramtex	Textile Equip.
Rowan-Cabarrus	Morton Custom Plastics	Quality
Richmond CC	Pilkington Glass	Indust. Maint.
Robeson	Kayser Roth	PLC
Rockingham	National Textiles	Electrical Maint.
Rockingham	Frontier Spinning	Textile Equip.
Sandhills	Stanley Furniture	Product Skills
Sandhills	Uniliver	Air Control Equip.
Vance-Granville	Glen Raven	Trouble Shooting
Wake Technical	ABB, Inc.	Blueprint reading
Wake Technical	Morton Metalcraft	Welding
Wilkes CC	Leviton-Southern Devices	Six Sigma
Wilson Tech CC	Walter Kidde	CAD/Safety

**Seminar Workshops**

***Textile Management Development***

The North Carolina Center for Applied Textile Technology provided a series of seminar workshops to assist NC-based textile companies develop frontline management leadership and reduce labor turnover.

***Textile Analytic Trouble Shooting***

The North Carolina Center for Applied Textile Technology provided a seminar program on analytic trouble shooting for textile manufacturing employees of six North Carolina textile companies based on the Kepner-Tregoe program.

### Bio-Quality

Several colleges throughout North Carolina participated in a workshop series to provide advanced manufacturing training to North Carolina biotech/pharmaceutical industries in topic areas that included FDA required Good Manufacturing Practices and technical report writing, Participating colleges and training topics offered included:

Durham Tech	21 <sup>st</sup> Century GMP
Central Carolina	GMP 211
Johnston CC	GMP Train-the-Trainer
Wake Tech	Technical Report Writing
Vance Granville	Writing Effective Procedures
Wilson CC	GMP 101
Pitt CC	GMP Process Management

#### *Carteret Community College      Production Processes*

Carteret Community College provided workshop training for area companies in 5S Workplace Organization and Value Stream Mapping.

#### *Gaston College      Automation Training*

Gaston College provided customized technical training for staff of area companies based on Rockwell automation.

#### *Johnston Community College      Analytic Trouble Shooting*

Johnston Community College provided a seminar program on analytic trouble shooting for manufacturing employees of area companies based on the Kepner-Tregoe program.

#### *McDowell Technical Community College      Production Technology*

McDowell Technical Community College provided production technology training for area companies

#### *Pitt Community College      Great Game of Business*

Pitt Community College provided seminar workshops in economic literacy/open-book management for four Pitt County manufacturing companies.

#### *Roanoke-Chowan Community College      Analytic Trouble Shooting*

Roanoke-Chowan Community College provided a seminar program on analytic trouble shooting for member companies of the Roanoke-Chowan Industrial Association based on the Kepner-Tregoe program.



*Surry Community College*

*Welding and Fabrication*

Surry Community College provided training for staff of area companies in production technology training for welding and fabrication.

*Special Projects*

*Manufacturing Certification Program*

The Manufacturing Certification Program is a unique new training program developed with House Bill 275 funds over the past two years to provide concentrated, short-term performance-based training programs based on industry skill standards and certifications. It consists of a Level I Fundamentals program and Level II Industry-Specific Programs in Textiles, Plastics, Metals, and Electronics. The program has garnered the recommendation of the Nation Association of Manufacturers' Center for Workforce Success and the North Carolina Citizens for Business and Industry.

Manufacturing Certification Projects funded with House Bill 275 funds in 2001 included:

*Southeastern Community College*

*Training Assessment Refinement*

Development and refinement of alternative forms of training assessments for Level I core modules (Manufacturing Concepts, Teamwork and Communications, Problem Solving, Measurements & Math, Statistical Process Control, Blueprint Reading, Computers in Manufacturing).

*Guilford Technical Community College*

*Instructor Training  
Metals Programs*

Development and provision of train-the-trainer programs for Manufacturing Certification instructors from around the state, and development of "Level II" Metals Manufacturing Certification program based on the National Institute for Metalworking Skills standards.

*Center for Applied Textile Technology*

*Textile Programs*

Development of the "Level II" Manufacturing Certification Textile training programs, including computer-based training tools, for the following courses developed in collaboration with a industry-advisory committee: Introduction to Textiles, Fiber and Yarn Technologies, Fabric Formation Systems, and The Art and Science of Textile Coloration.

*Davidson County Community College*

*Plastics Programs*

Development of the "Level II" Plastics Manufacturing Certification training programs based on the Society of Plastics Industries certification assessments for the following four areas: Injection Molding, Blow Molding, Thermoforming, and Extrusion.

*Durham Technical Community College*

*Electronics Program*

Initial development work on development of a "Level II" Electronics Manufacturing Certification Program that included surveys of seventy North Carolina electronics manufacturers.

*Bio-Work*

Bio-Work is a 120-hour training program for bio-process technicians developed in collaboration with the North Carolina Biotechnology Center as part of the Partnership for Biotechnology Workforce Training. The program has gained significant early acclaim, including presentation as a "best practice" at the national industry association meeting.

Bio-Work projects funded with House Bill 275 funds in 2001 included:

*Vance-Granville Community College*

*Program development*

Vance-Granville personnel provided specialized curriculum development support to the Biotech Center in development of the training program

*Central Carolina Community College*

*Assessment development*

Central Carolina Community College led the project to develop industry-validated training assessments for the Bio-Work program.

*Boat Building Training Program*

HB 275 Funds were provided to the College of the Albemarle to lead development of a *North Carolina Boat Building Training Program*, based on the collaboration of several community colleges including Coastal Carolina, Carteret, Craven, Pitt, Brunswick, and Edgecombe. The training materials produced, including CD-ROM based programs, follow the model of the Manufacturing Certification and include courses in Boat Building Fundamentals, Fiberglass Lamination, Marine Electrical and Plumbing, Assembly, and Engine Installation.

*Economic Literacy Training*

Through the Focused Industrial Training program, North Carolina community colleges have become national leaders in providing economic literacy training for production workers. The programs, developed under the framework of the "Business of Manufacturing," teach production workers how to read a balance sheet and income statement, and provide insight into how their company's make money, produce profits, and how they fit into that process.

Economic Literacy projects sponsored with House Bill 275 projects in 2001 included:

*Blue Ridge Community College*

*Training Simulation Development*

Blue Ridge Community College sponsored the development of a customized simulation program in partnership with Paradigm Learning, the national leader in experiential training, to teach manufacturing economic literacy based on a one-day game style interactive teaching format

### *Isothermal Community College*

### *Train-the-Trainer*

Isothermal Community College provided the train-the-trainer program and provided necessary college course materials for delivering the Business of Manufacturing simulation training.

### *IT Standards Training*

HB 275 funds were provided to Central Piedmont Community College to manage in collaboration with the Charlotte Regional IT Collaboration for the development of a Web Development and Administration training program based on the new national Information Technology Skills Standards.

### *Hosiery Technology Center*

House Bill 275 funds supported the Hosiery Technology Center, with locations at Catawba Valley Community College and Randolph Community College, in providing customized training for North Carolina hosiery manufacturers.

### *Teamwork Training*

House Bill 275 funds were provided to Forsyth Technical Community College to support train-the-trainer certification for college instructors in the Piedmont-Triad region to deliver teamwork training programs to local companies.

### *Industrial Maintenance*

House Bill 275 funds were provided to Richmond Community College to develop specialized resources and provide training to area companies in the area of industrial maintenance.

The actual expenditures of House Bill 275 funds for the Focused Industrial Training Program can be found in **Attachments E & F**.

### Post Script

The 2001 Session of the General Assembly took two additional actions with respect to House Bill 275. These actions included appropriating funds for the final year of current legislative authorization,<sup>11</sup> and extending the sunset for House Bill 275 until January 1, 2006.<sup>12</sup> The extension is subject to two conditions, either of which would preclude the disbursement of funds:

1. The amount in the Unemployment Insurance Fund is  $\leq$  \$900 million as of August 1 of the preceding year; or
2. The State unemployment rate rises above 4.3% in any of the 12 months preceding August 1.

<sup>11</sup> Section 30.5. (a) Of Senate Bill 1005.

<sup>12</sup> Section 30.5.(e)

**ACTUAL Collections and Allocations of House Bill 275 Funds for FY 2000-01**  
**Division of Business and Finance**

**Cash Flow Projections By ESC (2)**

**Actual Collections & Disbursements**

**Budget to Actual**

Budget Category	First Quarter 30%	Second Quarter 20%	Third Quarter 10%	Fourth Quarter 40%	Jul/Aug/Sept	Oct/Nov/Dec	Jan/Feb/Mar	Apr/May/June	Cumulative	% of Projection
Equipment, Technology, & MIS Reserve	\$ 10,295,000	\$ 8,030,000	\$ 1,015,000	\$ 13,810,000	\$ 9,651,000	\$ 6,038,000	\$ 2,194,000	\$ 12,943,000	\$ 30,826,000	96%
Regional & Cooperative Initiatives	\$ 2,000,000	\$	\$	\$	\$ 2,000,000	\$ 805,000			\$ 2,805,000	140%
New & Expanding Industry Program	\$	\$	\$ 2,750,000	\$ 2,750,000			\$ 2,750,000	\$ 2,750,000	\$ 5,500,000	100%
Focused Industrial Training Program	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 2,000,000	100%
Revised Projections	A \$ 12,795,000	\$ 8,530,000	\$ 4,265,000	\$ 17,060,000	\$ 12,151,000	\$ 7,343,000	\$ 5,444,000	\$ 16,193,000	\$ 41,131,000	96%
			total	\$ 42,650,000	95.0%	86.1%	127.6%	94.9%		

- (1) Equipment reduced by \$4.85 (10% of \$48.5 m) because of possible overestimate of receipts; Regional Initiatives reduced by \$1.0 m because of 1999-2000 shortfall  
 (2) All funds will be available to the NCCCS Office in the second month of the quarter (Aug, Nov, Feb, May)  
 (3) The \$805,000 was made to cover the shortfall in Regional & Cooperative Initiatives Fund from 1999-2000

1st Payment	\$ 9,424,000	\$ 229,000	\$ 231,000	\$ 254,000
2nd Payment	\$ 2,727,000	\$ 5,334,000	\$ 3,072,000	\$ 15,939,000
3rd Payment		\$ 1,780,000	\$ 2,141,000	\$ -
<b>Total Actual</b>	\$ 12,151,000	\$ 7,343,000	\$ 5,444,000	\$ 16,193,000

ATTACHMENT A

North Carolina Community College System  
Equipment, Technology and MIS Reserve  
Projected Allocations of the House Bill 275 Funds  
2000-2001

ATTACHMENT B

COLLEGES	2000-2001 WEIGHTED FTE	FIRST QUARTER 30%	SECOND QUARTER 20%	THIRD QUARTER 10%	FOURTH QUARTER 40%	TOTAL
ALAMANCE CC	2,155	\$183,176	\$142,875	\$18,060	\$245,717	\$589,828
ASHEVILLE-BUNCOMBE TCC	3,389	288,067	224,689	28,401	386,420	927,577
BEAUFORT COUNTY CC	1,303	110,756	86,388	10,920	148,571	356,635
BLADEN CC	876	74,460	58,078	7,341	99,883	239,762
BLUE RIDGE CC	1,408	119,681	93,350	11,799	160,543	385,373
BRUNSWICK CC	756	64,260	50,122	6,336	86,201	206,919
CALDWELL CC & TI	2,358	200,431	156,334	19,761	268,864	645,390
CAPE FEAR CC	3,485	296,227	231,054	29,205	397,367	953,853
CARTERET CC	1,200	102,001	79,559	10,056	136,826	328,442
CATAWBA VALLEY CC	2,446	207,911	162,169	20,498	278,898	669,476
CENTRAL CAROLINA CC	3,355	285,177	222,435	28,116	382,544	918,272
CENTRAL PIEDMONT CC	7,998	679,834	530,264	67,026	911,948	2,189,072
CLEVELAND CC	1,577	134,046	104,554	13,216	179,813	431,629
COASTAL CAROLINA CC	2,884	245,141	191,208	24,169	328,839	789,357
COLLEGE OF ALBEMARLE	1,417	120,446	93,946	11,875	161,569	387,836
CRAVEN CC	1,541	130,986	102,168	12,914	175,708	421,776
DAVIDSON COUNTY CC	1,984	168,641	131,538	16,627	226,220	543,026
DURHAM TCC	2,933	249,306	194,457	24,579	334,426	802,768
EDGECOMBE CC	1,453	123,506	96,333	12,177	165,674	397,690
FAYETTEVILLE TCC	6,056	514,763	401,510	50,751	690,517	1,657,541
FORSYTH TCC	4,054	344,592	268,778	33,974	462,245	1,109,589
GASTON COLLEGE	2,718	231,031	180,202	22,778	309,912	743,923
GUILFORD TCC	5,056	429,762	335,210	42,371	576,495	1,383,838
HALIFAX CC	1,222	103,871	81,018	10,241	139,335	334,465
HAYWOOD CC	1,279	108,716	84,797	10,718	145,834	350,065
ISOTHERMAL CC	1,559	132,516	103,361	13,065	177,760	426,702
JAMES SPRUNT CC	955	81,175	63,316	8,003	108,891	261,385
JOHNSTON CC	2,398	203,831	158,986	20,096	273,425	656,338
LENOIR CC	1,862	158,271	123,450	15,604	212,309	509,634
MARTIN CC	778	66,130	51,581	6,520	88,709	212,940
MAYLAND CC	800	68,000	53,040	6,704	91,218	218,962
MCDOWELL TCC	889	75,565	58,940	7,450	101,366	243,321
MITCHELL CC	1,278	108,631	84,731	10,710	145,720	349,792
MONTGOMERY CC	573	48,705	37,990	4,802	65,335	156,832
NASH CC	1,444	122,741	95,737	12,101	164,648	395,227
PAMLICO CC	317	26,945	21,017	2,657	36,145	86,764
PIEDMONT CC	1,429	121,466	94,742	11,975	162,937	391,120
PITT CC	3,500	297,502	232,048	29,331	399,077	957,958
RANDOLPH CC	1,670	141,951	110,720	13,995	190,417	457,083
RICHMOND CC	1,361	115,686	90,234	11,406	155,184	372,510
ROANOKE CHOWAN CC	732	62,220	48,531	6,134	83,464	200,349
ROBESON CC	2,000	170,001	132,599	16,761	228,044	547,405
ROCKINGHAM CC	1,492	126,821	98,919	12,503	170,121	408,364
ROWAN-CABARRUS CC	2,781	236,386	184,379	23,306	317,095	761,166
SAMPSON CC	1,086	92,310	72,001	9,101	123,828	297,240
SANDHILLS CC	2,573	218,706	170,589	21,563	293,379	704,237
SOUTH PIEDMONT CC	1,243	105,656	82,410	10,417	141,729	340,212
SOUTHEASTERN CC	1,729	146,966	114,632	14,490	197,144	473,232
SOUTHWESTERN CC	1,576	133,961	104,488	13,207	179,699	431,355
STANLY CC	1,219	103,616	80,819	10,216	138,993	333,644
SURRY CC	2,277	193,546	150,964	19,082	259,628	623,220
TRI COUNTY CC	864	73,440	57,283	7,241	98,515	236,479
VANCE-GRANVILLE CC	2,857	242,846	189,418	23,943	325,761	781,968
WAKE TCC	5,916	502,863	392,228	49,578	674,554	1,619,223
WAYNE CC	2,245	190,826	148,842	18,814	255,979	614,461
WESTERN PIEDMONT CC	1,788	151,981	118,544	14,984	203,871	489,380
WILKES CC	1,752	148,921	116,157	14,682	199,767	479,527
WILSON TCC	1,271	108,031	84,268	10,650	144,919	347,868
<b>TOTAL</b>	<b>121,117</b>	<b>\$10,295,000</b>	<b>\$8,030,000</b>	<b>\$1,015,000</b>	<b>\$13,810,000</b>	<b>\$33,150,000</b>

**North Carolina Community College System**  
**Equipment, Technology and MIS Reserve**  
 Allocations of the House Bill 275 Funds  
 2000-2001

**ATTACHMENT C**

COLLEGES	2000-2001 WEIGHTED FTE	FIRST QUARTER ACTUAL	SECOND QUARTER ACTUAL	THIRD QUARTER ACTUAL	FOURTH QUARTER ACTUAL	TOTAL
ALAMANCE CC	2,155	\$171,717	\$107,432	\$39,037	\$230,291	\$548,477
ASHEVILLE-BUNCOMBE TCC	3,389	270,047	168,951	61,391	362,161	862,550
BEAUFORT COUNTY CC	1,303	103,827	64,958	23,603	139,243	331,631
BLADEN CC	876	69,803	43,671	15,868	93,613	222,955
BLUE RIDGE CC	1,408	112,194	70,192	25,506	150,464	358,356
BRUNSWICK CC	756	60,241	37,689	13,695	80,789	192,414
CALDWELL CC & TI	2,358	187,893	117,552	42,714	251,984	600,143
CAPE FEAR CC	3,485	277,696	173,736	63,130	372,420	886,982
CARTERET CC	1,200	95,620	59,823	21,738	128,236	305,417
CATAWBA VALLEY CC	2,446	194,905	121,940	44,309	261,388	622,542
CENTRAL CAROLINA CC	3,355	267,337	167,256	60,775	358,527	853,895
CENTRAL PIEDMONT CC	7,998	637,307	398,721	144,881	854,695	2,035,604
CLEVELAND CC	1,577	125,661	78,618	28,567	168,524	401,370
COASTAL CAROLINA CC	2,884	229,807	143,775	52,243	308,195	734,020
COLLEGE OF ALBEMARLE	1,417	112,911	70,641	25,669	151,426	360,647
CRAVEN CC	1,541	122,792	76,823	27,915	164,677	392,207
DAVIDSON COUNTY CC	1,984	158,092	98,908	35,940	212,017	504,957
DURHAM TCC	2,933	233,711	146,218	53,130	313,431	746,490
EDGECOMBE CC	1,453	115,780	72,436	26,321	155,273	369,810
FAYETTEVILLE TCC	6,056	482,562	301,907	109,703	647,166	1,541,338
FORSYTH TCC	4,054	323,036	202,103	73,437	433,225	1,031,801
GASTON COLLEGE	2,718	216,579	135,499	49,236	290,455	691,769
GUILFORD TCC	5,056	402,879	252,055	91,588	540,302	1,286,824
HALIFAX CC	1,222	97,373	60,920	22,136	130,587	311,016
HAYWOOD CC	1,279	101,915	63,762	23,169	136,679	325,525
ISOTHERMAL CC	1,559	124,226	77,720	28,241	166,600	396,787
JAMES SPRUNT CC	955	76,098	47,609	17,300	102,055	243,062
JOHNSTON CC	2,398	191,081	119,547	43,439	256,259	610,306
LENOIR CC	1,862	148,370	92,826	33,730	198,980	473,906
MARTIN CC	778	61,984	38,785	14,093	83,140	198,012
MAYLAND CC	800	63,747	39,882	14,492	85,491	203,612
MCDOWELL TCC	889	70,838	44,319	16,104	95,002	226,263
MITCHELL CC	1,278	101,835	63,712	23,151	136,572	325,270
MONTGOMERY CC	573	45,659	28,566	10,380	61,233	145,838
NASH CC	1,444	115,063	71,987	26,158	154,311	367,519
PAMLICO CC	317	25,260	15,803	5,742	33,876	80,681
PIEDMONT CC	1,429	113,867	71,239	25,886	152,708	363,700
PITT CC	3,500	278,891	174,484	63,402	374,023	890,800
RANDOLPH CC	1,670	133,071	83,254	30,252	178,462	425,039
RICHMOND CC	1,361	108,449	67,849	24,654	145,441	346,393
ROANOKE CHOWAN CC	732	58,328	36,492	13,260	78,224	186,304
ROBESON CC	2,000	159,367	99,705	36,229	213,727	509,028
ROCKINGHAM CC	1,492	118,887	74,380	27,027	159,441	379,735
ROWAN-CABARRUS CC	2,781	221,599	138,640	50,377	297,188	707,804
SAMPSON CC	1,086	86,536	54,140	19,673	116,054	276,403
SANDHILLS CC	2,573	205,025	128,271	46,609	274,960	654,865
SOUTH PIEDMONT CC	1,243	99,046	61,967	22,517	132,831	316,361
SOUTHEASTERN CC	1,729	137,772	86,195	31,320	184,767	440,054
SOUTHWESTERN CC	1,576	125,581	78,568	28,549	168,417	401,115
STANLY CC	1,219	97,134	60,770	22,082	130,267	310,253
SURRY CC	2,277	181,439	113,514	41,247	243,328	579,528
TRI COUNTY CC	864	68,846	43,073	15,651	92,330	219,900
VANCE-GRANVILLE CC	2,857	227,655	142,429	51,754	305,309	727,147
WAKE TCC	5,916	471,406	294,928	107,167	632,205	1,505,706
WAYNE CC	2,245	178,889	111,919	40,668	239,909	571,385
WESTERN PIEDMONT CC	1,788	142,474	89,136	32,389	191,072	455,071
WILKES CC	1,752	139,605	87,342	31,737	187,225	445,909
WILSON TCC	1,271	101,277	63,363	23,019	135,825	323,464
<b>TOTAL</b>	<b>121,117</b>	<b>\$9,651,000</b>	<b>\$6,038,000</b>	<b>\$2,194,000</b>	<b>\$12,943,000</b>	<b>\$30,826,000</b>

ACTUAL

ACTUAL

ACTUAL

ACTUAL

## NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

922 CA 'ER  
FYE: JUN 2001

FINAL

ATTACHMENT D

COMMUNITY COLLEGES	NEW 00-01 BUDGET 922 HB275	NEW 00-01 BUDGET 922 HB275	NEW 00-01 BUDGET 922 HB275	NEW 00-01 BUDGET 922 HB275	NEW 00-01 BUDGET 922	FROM 99-00 922 CARRYOVER	BUDGET TOTAL ALLOTTED	COMPUTER 922 5315 Expend.	HEALTH 922 5316 Expend.	MACH/MECH 922 5317 Expend.
ALAMANCE CC	\$171,717	\$107,432	\$39,037	\$230,291	\$548,477	\$181,852	\$730,329	\$0.00	\$0.00	\$0.00
ASHEVILLE-BUNCOMBE T	270,047	168,951	61,391	362,161	862,550	188,021	1,050,571	56,580.10	38,510.96	43,095.27
BEAUFORT COUNTY CC	103,827	64,958	23,603	139,243	331,631	79,921	411,552	187,768.07	11,156.73	94,252.00
BLADEN CC	69,803	43,671	15,868	93,613	222,955	63,033	285,988	106,810.95	0.00	0.00
BLUE RIDGE CC	112,194	70,192	25,506	150,464	358,356	90,785	449,141	139,392.35	12,270.07	19,140.80
BRUNSWICK CC	60,241	37,689	13,695	80,789	192,414	57,965	250,379	119,979.79	7,560.24	0.00
CALDWELL CC & TI	187,893	117,552	42,714	251,984	600,143	165,512	765,655	215,488.91	42,394.70	29,188.46
CAPE FEAR CC	277,696	173,736	63,130	372,420	886,982	112,388	999,370	298,499.43	0.00	18,216.56
CARTERET CC	95,620	59,823	21,738	128,236	305,417	97,162	402,579	67,816.68	29,966.23	0.00
CATAWBA VALLEY CC	194,905	121,940	44,309	261,388	622,542	69,236	691,778	325,535.94	3,513.52	32,055.92
CENTRAL CAROLINA CC	267,337	167,256	60,775	358,527	853,895	205,790	1,059,685	457,508.06	6,536.30	9,619.87
CENTRAL PIEDMONT CC	637,307	398,721	144,881	854,695	2,035,604	534,540	2,570,144	725,529.19	1,732.88	28,526.55
CLEVELAND CC	125,661	78,618	28,567	168,524	401,370	123,032	524,402	38,091.02	0.00	23,815.52
COASTAL CAROLINA CC	229,807	143,775	52,243	308,195	734,020	236,374	970,394	231,442.53	1,535.94	1,013.52
COLLEGE OF ALBEMARLE	112,911	70,641	25,669	151,426	360,647	115,027	475,674	190,977.05	1,075.23	16,163.32
CRAVEN CC	122,792	76,823	27,915	164,677	392,207	88,720	480,927	13,844.51	0.00	1,054.41
DAVIDSON COUNTY CC	158,092	98,908	35,940	212,017	504,957	106,179	611,136	278,198.75	9,499.01	71,868.73
DURHAM TCC	233,711	146,218	53,130	313,431	746,490	223,308	969,798	94,428.30	0.00	11,370.33
EDGEcombe CC	115,780	72,436	26,321	155,273	369,810	119,685	489,495	115,204.43	0.00	0.00
FAYETTEVILLE TCC	482,562	301,907	109,703	647,166	1,541,338	507,129	2,048,467	1,014,183.45	0.00	22,229.48
FORSYTH TCC	323,036	202,103	73,437	433,225	1,031,801	309,603	1,341,404	858,623.85	22,174.17	9,828.73
GASTON COLLEGE	216,579	135,499	49,236	290,455	691,769	136,966	828,735	192,948.75	21,038.24	0.00
GUILFORD TCC	402,879	252,055	91,588	540,302	1,286,824	419,153	1,705,977	129,172.69	32,055.46	284,373.45
HALIFAX CC	97,373	60,920	22,136	130,587	311,016	93,930	404,946	9,963.61	0.00	40,785.31
HAYWOOD CC	101,915	63,762	23,169	136,679	325,525	117,049	442,574	5,550.52	0.00	0.00
ISOTHERMAL CC	124,226	77,720	28,241	166,600	396,787	24,189	420,976	121,756.76	1,351.82	24,984.65
JAMES SPRUNT CC	76,098	47,609	17,300	102,055	243,062	72,606	315,668	7,684.96	0.00	0.00
JOHNSTON CC	191,081	119,547	43,439	256,259	610,326	128,786	739,112	73,429.28	38,769.57	0.00
LENOIR CC	148,370	92,826	33,730	198,980	473,906	137,924	611,830	64,727.49	11,379.10	0.00
MARTIN CC	61,994	38,785	14,093	83,140	198,012	57,808	255,820	0.00	0.00	0.00
MAYLAND CC	63,747	39,882	14,492	85,491	203,612	64,634	268,246	0.00	0.00	0.00
MCDOWELL TCC	70,838	44,319	16,104	95,002	226,263	50,767	277,030	159,668.34	5,656.50	526.48
MITCHELL CC	101,835	63,712	23,151	136,572	325,270	75,673	400,943	61,620.00	0.00	46,875.62
MONTGOMERY CC	45,659	28,566	10,380	61,233	145,838	49,803	195,641	33,657.21	0.00	0.00
NASH CC	115,063	71,987	26,158	154,311	367,519	131,375	498,894	0.00	0.00	21,235.10
PAMLICO CC	25,260	15,803	5,742	33,876	80,681	20,899	101,580	0.00	0.00	0.00
PIEDMONT CC	113,867	71,239	25,886	152,708	363,700	109,465	473,165	180,055.97	0.00	5,035.10
PITT CC	278,891	174,484	63,402	374,023	890,800	283,817	1,174,617	202,579.05	10,351.96	0.00
RANDOLPH CC	133,071	83,254	30,252	178,462	425,039	85,646	510,685	97,509.43	1,232.56	48,080.54
RICHMOND CC	108,449	67,849	24,654	145,441	346,393	53,332	399,725	116,464.68	10,577.40	8,167.94
ROANOKE CHOWAN CC	58,328	36,492	13,260	78,224	186,304	40,124	226,428	99,933.08	262.80	0.00
ROBESON CC	159,367	99,705	36,229	213,727	509,028	162,554	671,582	314,919.57	34,376.40	24,682.44
ROCKINGHAM CC	118,887	74,380	27,027	159,441	379,735	115,532	495,267	49,072.56	2,927.72	1,722.50
ROWAN-CABARRUS CC	221,599	138,640	50,377	297,188	707,804	210,504	918,308	212,111.33	14,038.81	53,396.97
SAMPSON CC	86,536	54,140	19,673	116,054	276,403	90,926	367,329	13,734.81	6,915.44	4,163.05
SANDHILLS CC	205,025	128,271	46,609	274,960	654,865	127,608	782,473	189,558.46	2,534.00	59,357.94
SOUTH PIEDMONT CC	99,046	61,967	22,517	132,831	316,361	17,378	333,739	124,651.83	545.52	0.00
SOUTHEASTERN CC	137,772	86,195	31,320	184,767	440,054	133,145	573,199	319,772.80	6,347.19	40,466.36
SOUTHWESTERN CC	125,581	78,568	28,549	168,417	401,115	61,343	462,458	182,318.23	0.00	0.00
STANLY CC	97,134	60,770	22,082	130,267	310,253	29,773	340,026	113,339.15	0.00	0.00
SURRY CC	181,439	113,514	41,247	243,328	579,528	182,413	761,941	39,470.78	0.00	3,054.22
TRI COUNTY CC	68,846	43,073	15,651	92,330	219,900	48,642	268,542	0.00	0.00	0.00
VANCE-GRANVILLE CC	227,655	142,429	51,754	305,309	727,147	130,283	857,430	0.00	0.00	0.00
WAKE TCC	471,406	294,928	107,167	632,205	1,505,706	467,101	1,972,807	701,028.96	12,708.48	161,898.02
WAYNE CC	178,889	111,919	40,668	239,909	571,385	52,354	623,739	110,195.05	46,666.59	102,197.98
WESTERN PIEDMONT CC	142,474	89,136	32,389	191,072	455,071	152,526	607,597	89,121.37	92,529.73	3,510.40
WILKES CC	139,605	87,342	31,737	187,225	445,909	111,189	557,098	164,654.79	10,015.44	20,296.44
WILSON TCC	101,277	63,363	23,019	135,825	323,484	87,046	410,530	0.00	0.00	0.00
TOTAL	\$9,651,000	\$6,038,000	\$2,194,000	\$12,943,000	\$30,825,000	\$8,009,525	\$38,835,525	\$9,716,574.87	\$550,206.71	\$1,386,249.98

## NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

FINAL

922 CARRYOVER  
FYE: JUNE 30, 2001

COMMUNITY COLLEGES	OTHER 922 5318 Expend.	MINOR 5510 Expend.	922 Total Expend.	non-add 450 Budget	non-add 450 4410 Expend.	Total Budget June 30, 2000	TOTAL Expenditures June 30, 2001	Unexpended Balance June 30, 2001	FY 2001-02 Equipment Carry-Over
ALAMANCE CC	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$730,329	\$0.00	\$730,329.00	\$730,329
ASHEVILLE-BUNCOMBE T	149,393.50	0.00	287,579.83	0.00	0.00	1,050,571	287,579.83	762,991.17	762,991
BEAUFORT COUNTY CC	13,261.79	0.00	306,438.59	0.00	0.00	411,552	306,438.59	105,113.41	105,113
BLADEN CC	10,519.23	0.00	165,535.74	48,206.00	48,205.56	285,988	165,535.74	120,452.26	120,452
BLUE RIDGE CC	8,640.24	41,308.12	220,751.58	0.00	0.00	449,141	220,751.58	228,389.42	228,389
BRUNSWICK CC	16,306.41	942.97	144,789.41	0.00	0.00	250,379	144,789.41	105,589.59	105,590
CALDWELL CC & TI	10,557.96	17,301.21	314,931.24	0.00	0.00	765,655	314,931.24	450,723.76	450,724
CAPE FEAR CC	99,770.06	18,242.95	436,657.00	1,928.00	1,928.00	999,370	436,657.00	562,713.00	562,713
CARTERET CC	50,853.53	86,079.18	234,715.62	0.00	0.00	402,579	234,715.62	167,863.38	167,863
CATAWBA VALLEY CC	22,986.06	28,458.46	412,549.90	0.00	0.00	691,778	412,549.90	279,228.10	279,228
CENTRAL CAROLINA CC	89,091.53	63,174.41	625,930.17	0.00	0.00	1,059,685	625,930.17	433,754.83	433,755
CENTRAL PIEDMONT CC	55,155.11	44,362.96	923,573.69	68,267.00	68,267.00	2,570,144	923,573.69	1,646,570.31	1,646,570
CLEVELAND CC	117,924.67	23,866.78	203,697.99	0.00	0.00	524,402	203,697.99	320,704.01	320,704
COASTAL CAROLINA CC	80,065.84	107,507.93	421,565.76	0.00	0.00	970,394	421,565.76	548,828.24	548,828
COLLEGE OF ALBEMARLE	25,645.34	0.00	233,860.94	0.00	0.00	475,674	233,860.94	241,813.06	241,813
CRAVEN CC	45,475.43	7,540.62	73,691.97	5,777.00	5,777.00	480,927	73,691.97	407,235.03	407,235
DAVIDSON COUNTY CC	64,709.41	60,918.62	485,194.52	0.00	0.00	611,136	485,194.52	125,941.48	125,941
DURHAM TCC	4,163.94	6,685.05	116,647.62	0.00	0.00	969,798	116,647.62	853,150.38	853,150
EDGECOMBE CC	0.00	8,138.45	123,342.88	0.00	0.00	489,495	123,342.88	366,152.12	366,152
FAYETTEVILLE TCC	29,841.12	0.00	1,066,254.05	0.00	0.00	2,048,467	1,066,254.05	982,212.95	982,213
FORSYTH TCC	0.00	77,728.45	968,355.20	0.00	0.00	1,341,404	968,355.20	373,048.80	373,049
GASTON COLLEGE	109,209.87	259,580.19	599,358.05	16,581.00	16,581.00	828,735	599,358.05	229,376.95	229,377
GUILFORD TCC	436,437.43	242.27	882,281.30	0.00	0.00	1,705,977	882,281.30	823,695.70	823,696
HALIFAX CC	0.00	22,579.10	75,443.02	2,115.00	2,115.00	404,946	75,443.02	329,502.98	329,503
HAYWOOD CC	46,912.56	0.00	52,463.08	0.00	0.00	442,574	52,463.08	390,110.92	390,111
ISOTHERMAL CC	64,121.23	6,763.65	218,978.11	0.00	0.00	420,976	218,978.11	201,997.89	201,998
JAMES SPRUNT CC	18,734.56	1,319.69	29,772.21	2,033.00	2,033.00	315,668	29,772.21	285,895.79	285,896
JOHNSTON CC	295,560.25	4,728.98	412,488.08	0.00	0.00	739,112	412,488.08	326,623.92	326,624
LENOIR CC	6,653.52	27,836.98	110,597.09	0.00	0.00	611,830	110,597.09	501,232.91	501,233
MARTIN CC	0.00	0.00	14,564.00	14,564.00	14,564.00	255,820	14,564.00	241,256.00	241,256
MAYLAND CC	140,967.92	0.00	140,967.92	0.00	0.00	268,246	140,967.92	127,278.08	127,278
MCDOWELL TCC	4,782.00	10,965.20	186,881.52	5,283.00	5,283.00	277,030	186,881.52	90,148.48	90,148
MITCHELL CC	26,560.84	0.00	137,656.46	2,600.00	2,600.00	400,943	137,656.46	263,286.54	263,287
MONTGOMERY CC	54,821.36	0.00	101,093.57	12,615.00	12,615.00	195,641	101,093.57	94,547.43	94,547
NASH CC	0.00	0.00	21,235.10	0.00	0.00	498,894	21,235.10	477,658.90	477,659
PAMLICO CC	5,759.62	1,819.98	9,694.30	2,115.00	2,114.70	101,580	9,694.30	91,885.70	91,886
PIEDMONT CC	29,430.72	48,643.44	278,990.12	15,826.00	15,824.89	473,165	278,990.12	194,174.88	194,175
PITT CC	37,245.23	166,709.71	418,140.95	1,255.00	1,255.00	1,174,617	418,140.95	756,476.05	756,476
RANDOLPH CC	23,589.66	20,796.24	203,217.34	12,009.00	12,008.91	510,685	203,217.34	307,467.66	307,468
RICHMOND CC	0.00	91,929.71	244,099.73	16,960.00	16,960.00	399,725	244,099.73	155,625.27	155,625
ROANOKE CHOWAN CC	2,563.08	11,637.88	114,396.84	0.00	0.00	226,428	114,396.84	112,031.16	112,031
ROBESON CC	56,999.86	21,679.03	452,657.30	0.00	0.00	671,582	452,657.30	218,924.70	218,925
ROCKINGHAM CC	7,816.08	15,013.01	76,551.87	0.00	0.00	495,267	76,551.87	418,715.13	418,715
ROWAN-CABARRUS CC	74,562.15	104,455.42	458,564.68	0.00	0.00	918,308	458,564.68	459,743.32	459,743
SAMPSON CC	9,340.01	0.00	34,153.31	0.00	0.00	367,329	34,153.31	333,175.69	333,176
SANDHILLS CC	179,408.74	122,776.06	565,553.20	11,918.00	11,918.00	782,473	565,553.20	216,919.80	216,920
SOUTH PIEDMONT CC	46,064.81	91,837.60	293,099.76	30,000.00	30,000.00	333,739	293,099.76	40,639.24	40,639
SOUTHEASTERN CC	22,153.44	0.00	390,859.79	2,120.00	2,120.00	573,199	390,859.79	182,339.21	182,339
SOUTHWESTERN CC	47,059.74	36,109.15	265,487.12	0.00	0.00	462,458	265,487.12	196,970.88	196,971
STANLY CC	0.00	771.68	114,110.83	0.00	0.00	340,026	114,110.83	225,915.17	225,915
SURRY CC	10,922.05	0.00	53,447.05	0.00	0.00	761,941	53,447.05	708,493.95	708,494
TRI COUNTY CC	0.00	0.00	0.00	0.00	0.00	268,542	0.00	268,542.00	268,542
VANCE-GRANVILLE CC	0.00	0.00	0.00	0.00	0.00	857,430	0.00	857,430.00	857,430
WAKE TCC	56,104.18	0.00	931,739.64	0.00	0.00	1,972,807	931,739.64	1,041,067.36	1,041,067
WAYNE CC	1,483.95	645.01	261,188.58	0.00	0.00	623,739	261,188.58	362,550.42	362,550
WESTERN PIEDMONT CC	4,505.11	62,456.93	252,123.54	0.00	0.00	607,597	252,123.54	355,473.46	355,473
WILKES CC	18,752.32	25,170.93	238,889.92	0.00	0.00	557,098	238,889.92	318,208.08	318,208
WILSON TCC	0.00	0.00	0.00	0.00	0.00	410,530	0.00	410,530.00	410,532
<b>TOTAL</b>	<b>2,732,883.46</b>	<b>\$1,748,724.00</b>	<b>\$16,406,809.08</b>	<b>\$272,172.00</b>	<b>\$272.1</b>	<b>\$38,835,525</b>	<b>\$16,406,809.08</b>	<b>\$22,428,715.92</b>	<b>\$22,428,715</b>



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM  
HOUSE BILL 275 FIT (366)  
FOR THE PERIOD ENDING JUNE 30, 2001

ATTACHMENT E

COMMUNITY COLLEGES	CARRYOVER ALLOTMENT	ALLOTMENTS	TOTAL ENDING BUDGET	EXPENDITURES	Unexpended Balance June 30, 2000
ALAMANCE CC	\$0.00	\$0.00	\$0	\$0.00	\$0.00
ASHEVILLE-BUNCOMBE TCC	15,257.00	0.00	15,257	7,518.98	7,738.02
BEAUFORT COUNTY CC	0.00	0.00	0	0.00	0.00
BLADEN CC	0.00	0.00	0	0.00	0.00
BLUE RIDGE CC	4,161.00	16,500.00	20,661	18,621.00	2,040.00
BRUNSWICK CC	0.00	0.00	0	0.00	0.00
CALDWELL CC & TI	0.00	0.00	0	0.00	0.00
CAPE FEAR CC	0.00	0.00	0	0.00	0.00
CARTERET CC	0.00	4,675.00	4,675	4,655.00	20.00
CATAWBA VALLEY CC	3,757.00	162,183.00	165,940	165,252.95	687.05
CENTRAL CAROLINA CC	8,300.00	76,700.00	85,000	62,704.32	22,295.68
CENTRAL PIEDMONT CC	0.00	50,000.00	50,000	0.00	50,000.00
CLEVELAND CC	15,950.00	0.00	15,950	14,355.00	1,595.00
COASTAL CAROLINA CC	0.00	0.00	0	0.00	0.00
COLLEGE OF ALBEMARLE	65,000.00	35,000.00	100,000	70,820.18	29,179.82
CRAVEN CC	3,128.00	0.00	3,128	3,128.00	0.00
DAVIDSON COUNTY CC	49,200.00	55,185.00	104,385	65,783.64	38,601.36
DURHAM TCC	20,000.00	71,500.00	91,500	12,724.58	78,775.42
EDGEcombe CC	0.00	52,000.00	52,000	50,551.05	1,448.95
FAYETTEVILLE TCC	21,225.00	25,000.00	46,225	21,225.00	25,000.00
FORSYTH TCC	0.00	19,918.00	19,918	19,918.00	0.00
GASTON COLLEGE	50.00	31,960.00	32,010	28,301.34	3,708.66
GUILFORD TCC	0.00	7,500.00	7,500	6,625.00	875.00
HALIFAX CC	0.00	0.00	0	0.00	0.00
HAYWOOD CC	87,580.00	0.00	87,580	87,407.97	172.03
ISOTHERMAL CC	0.00	48,300.00	48,300	46,974.13	1,325.87
JAMES SPRUNT CC	3,699.00	12,000.00	15,699	11,419.60	4,279.40
JOHNSTON CC	1,851.00	36,767.00	38,618	30,040.16	8,577.84
LENOIR CC	55,063.00	0.00	55,063	55,063.00	0.00
MARTIN CC	0.00	8,985.00	8,985	0.00	8,985.00
MAYLAND CC	0.00	0.00	0	0.00	0.00
MCDOWELL TCC	0.00	41,292.00	41,292	41,292.00	0.00
MITCHELL CC	0.00	3,600.00	3,600	3,600.00	0.00
MONTGOMERY CC	0.00	0.00	0	0.00	0.00
NASH CC	0.00	0.00	0	0.00	0.00
PAMLICO CC	0.00	0.00	0	0.00	0.00
PIEDMONT CC	0.00	0.00	0	0.00	0.00
PITT CC	30,962.00	22,990.00	53,952	25,320.94	28,631.06
RANDOLPH CC	0.00	- 5,230.00	5,230	2,409.12	2,820.88
RICHMOND CC	0.00	34,000.00	34,000	33,993.39	6.61
ROANOKE CHOWAN CC	0.00	10,000.00	10,000	9,191.32	808.68
ROBESON CC	1,184.00	5,000.00	6,184	5,000.00	1,184.00
ROCKINGHAM CC	0.00	8,570.00	8,570	8,570.00	0.00
ROWAN-CABARRUS CC	972.00	25,868.00	26,840	3,977.92	22,862.08
SAMPSON CC	0.00	0.00	0	0.00	0.00
SANDHILLS CC	0.00	31,180.00	31,180	19,401.59	11,778.41
SOUTH PIEDMONT CC	0.00	0.00	0	0.00	0.00
SOUTHEASTERN CC	0.00	25,000.00	25,000	24,783.35	216.65
SOUTHWESTERN CC	24,000.00	0.00	24,000	0.00	24,000.00
STANLY CC	0.00	3,554.00	3,554	3,554.00	0.00
SURRY CC	34,287.00	79,400.00	113,687	45,550.60	68,136.40
TRI COUNTY CC	0.00	0.00	0	0.00	0.00
VANCE-GRANVILLE CC	30,000.00	24,000.00	54,000	53,973.65	26.35
WAKE TCC	0.00	12,537.00	12,537	9,936.34	2,600.66
WAYNE CC	10,000.00	0.00	10,000	10,000.00	0.00
WESTERN PIEDMONT CC	0.00	0.00	0	0.00	0.00
WILKES CC	1,374.00	25,120.00	26,494	25,120.00	1,374.00
WILSON TCC	0.00	22,650.00	22,650	21,942.15	707.85
<b>SUBTOTAL FOR COLLEGES</b>	<b>\$487,000.00</b>	<b>\$1,094,164.00</b>	<b>\$1,581,164</b>	<b>\$1,130,705.27</b>	<b>\$450,458.73</b>
<b>ADD: TEXTILE CENTER</b>	<b>67,100.00</b>	<b>89,500.00</b>	<b>156,600</b>	<b>156,599.00</b>	<b>1.00</b>
<b>GRAND TOTAL</b>	<b>\$554,100.00</b>	<b>\$1,183,664.00</b>	<b>\$1,737,764</b>	<b>\$1,287,304.27</b>	<b>\$450,459.73</b>
			<b>2,554,401.00</b>	<b>\$1,287,304.27</b>	<b>\$1,267,096.73</b>

DBS 00-01  
2654401-100000=2554401 (BU)  
1356738.85-69434.58=1287304.27 (EX)