

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Agenda

**Tuesday, March 26, 2002, 10:00 a.m.
Room 643, Legislative Office Building
Representative Rogers, presiding**

◆ **WELCOME AND INTRODUCTIONS**

Representative Rogers, Cochair

◆ **SUPPORT FOR TEACHER ASSISTANTS SEEKING TO BECOME TEACHERS
(10:00-11:30)**

Ms. Sara Kamprath, Committee Policy Analyst

Mr. Cecil Banks, Manager, Center for Recruitment and Retention,
Division of Human Resource Management, DPI

Dr. Steven E. Brooks, Executive Director, NC State Education Assistance
Authority

Dr. Delores A. Parker, Vice President for Academic and Student Services, NC
Community College System

Dr. Charles R. Coble, Vice President for University-School Programs, Office of
the President, UNC

◆ **FAIRNESS IN TESTING REPORTS**

Background (11:30-11:45)

Ms. Robin Johnson, Committee Counsel

Dr. Henry Johnson, Associate Superintendent, Instructional and Accountability
Services, DPI

Objectives for Statewide Testing Program (11:45-12:30)

Mr. Lou Fabrizio, Director, Accountability Services, DPI

◆ **LUNCH (12:30-2:00)**

**Closing the Achievement Gap as a New Component in Measuring
Educational Growth for the ABC's (2:00-2:45)**

Mr. Lou Fabrizio, Director, Accountability Services, DPI

**Proposed Policies and Proposed Changes for Policies for Testing Students
with Disabilities (2:45-3:30)**

Mr. Lou Fabrizio, Director, Accountability Services, DPI

◆ **SUSPENSIONS, EXPULSIONS, AND ALTERNATIVE PLACEMENTS (3:30-
4:30)**

Dr. Shirley Iorio, Education Policy Analyst

Dr. Henry Johnson, Associate Superintendent, Instructional and Accountability
Services, DPI

Mr. Lou Fabrizio, Director, Accountability Services, DPI

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Agenda

Wednesday, March 27, 2002, 9:00 a.m.
Room 643, Legislative Office Building
Senator Dalton, presiding

◆ WELCOME

Senator Dalton, Cochair

◆ DROPOUT REPORTS (9:00-12:00)

Dr. Shirley Iorio, Education Policy Analyst

Mr. Jim Newlin, Fiscal Analyst, NCGA Fiscal Research Division

Ms. Chloe Gossage, Research Assistant, Fiscal Research Division

Dr. Henry Johnson, Associate Superintendent, Instructional and Accountability Services, DPI

Dr. Elsie Leak, Director, School Improvement Division, DPI

Mr. Tom Bradbury, Director of Communications, Southern Regional Education Board

Dr. Gene Bottoms, Sr. Vice-President, Southern Regional Education Board

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

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

2001-2002 Session

March 26 and 27, 2002

TABS

1. Membership List
2. Authorizing Legislation; Issues to Study/ Reports Due to Committee
3. Committee Budget
4. Minutes
5. Teacher Assistants
6. Testing
7. Suspensions, Expulsions, and Alternative Placements
8. Dropouts
9. UNC Admissions Criteria

Article 32A.

Scholarship Loan Fund for Prospective Teachers.

§ 115C-468. Establishment of fund.

(a) There is established a revolving fund known as the "Scholarship Loan Fund for Prospective Teachers".

(b) Criteria for awarding scholarship loans from the fund shall include measures of academic performance including grade point averages, scores on standardized tests, class rank, and recommendations of guidance counselors and principals. To the extent practical, an equal number of scholarships shall be awarded in each of the State's Congressional Districts.

(c) The Superintendent of Public Instruction may earmark up to twenty percent (20%) of the funds available for scholarship loans each year for awards to applicants who have been employed for at least one year as teacher assistants and who are currently employed as teacher assistants. Preference for these scholarship loans from funds earmarked for teacher assistants shall be given first to applicants who worked as teacher assistants for at least five years and whose positions as teacher assistants were abolished and then to applicants who already hold a baccalaureate degree or who have already been formally admitted to an approved teacher education program in North Carolina. The criteria for awarding scholarship loans to applicants who worked as teacher assistants for at least five years and whose positions as teacher assistants were abolished shall include whether the teacher assistant has been admitted to an approved teacher education program in North Carolina.

The Superintendent of Public Instruction may further earmark a portion of these funds each year for two-year awards to applicants who have been employed for at least one year as teacher assistants to attend community colleges to get other skills of use in public schools or to get an early childhood associate degree. The provisions of this Article shall apply to these scholarship loans except that a recipient of one of these scholarship loans may receive credit upon the amount due by reason of the loan as provided in G.S. 115C-471(5) or by working in a nonteaching position in the North Carolina public schools or by working in a licensed child care center in North Carolina. (1957, c. 1237; 1983 (Reg. Sess., 1984), c. 1034, s. 10.1; 1987, c. 738, s. 198(b); 1993, c. 260, s. 1; 1996, 2nd Ex. Sess., c. 18, s. 18.10; 1997-506, s. 40.)

§ 115C-469. Appropriations paid into fund; how administered.

Such funds as may be appropriated by the General Assembly to said fund or to the State Board of Education for the purpose of a student loan fund for teacher education shall be paid into the Scholarship Loan Fund for Prospective Teachers and administered by the State Board of Education and the State Superintendent of Public Instruction as follows:

During the first year of the 1957-1959 biennium, to provide for prospective teachers not to exceed 300 regular scholarship loans in the amount of not more than three hundred fifty dollars (\$350.00) each, and for the second year of the biennium to provide for such

persons not to exceed 600 regular scholarship loans in the amount of not more than three hundred fifty dollars (\$350.00) each, and for each summer of said biennium to provide for prospective teachers and for teachers taking undergraduate courses not to exceed 200 summer school scholarship loans in the amount of not more than seventy-five dollars (\$75.00) each; provided, however, the State Board of Education in its discretion may, within the funds available, vary the number and proportion of regular and summer scholarship loans to be established in any one year.

During years after the first biennium in which this fund shall be established, loans of the type and amounts provided for during the first biennium shall be made in such numbers and amounts and proportions as the State Board of Education in its discretion may prescribe within the funds available from appropriations or otherwise. (1957, c. 1237; 1983 (Reg. Sess., 1984), c. 1034, s. 10.1.)

§ 115C-470. Duration of fund; loans repaid and interest received added to fund and administered for same purposes.

The Scholarship Loan Fund for Prospective Teachers shall continue in effect until terminated by action of the General Assembly of North Carolina and such amounts of loans as shall be repaid from time to time under the provisions of this Article, together with such amounts of interest as may be received on account of loans made shall become a part of the principal amount of said loan fund and shall be administered for the same purposes and under the same provisions as are set forth herein to the end that such funds may be utilized in addition to such further amounts as may be appropriated from time to time by the General Assembly to said loan fund. (1957, c. 1237; 1983 (Reg. Sess., 1984), c. 1034, s. 10.1)

§ 115C-471. Fund administered by State Superintendent of Public Instruction; rules and regulations.

The Scholarship Loan Fund for Prospective Teachers shall be administered by the State Superintendent of Public Instruction, under rules adopted by the State Board of Education and subject to the following directions and limitations:

- (1) Any resident of North Carolina who is interested in preparing to teach in the public schools of the State may apply in writing to the State Superintendent of Public Instruction for a regular scholarship loan in the amount of not more than two thousand five hundred dollars (\$2,500) per academic school year. An applicant who has been employed for at least one year as a teacher assistant and who is currently employed as a teacher assistant may apply for a scholarship loan from funds earmarked for teacher assistants in the amount of not more than one thousand two hundred dollars (\$1,200) per academic school year.
- (2) All scholarship loans shall be evidenced by notes made payable to the State Board of Education that bear interest at the rate of ten percent (10%) per annum from and after September 1 following fulfillment by a prospective teacher of the requirements for a certificate based upon the

entry level degree; or in the case of persons already teaching in the public schools who obtain scholarship loans, the notes shall bear interest at the prescribed rate from and after September 1 of the school year beginning immediately after the use of the scholarship loans; or in the event any such scholarship is terminated under the provisions of subdivision (3) of this section, the notes shall bear interest from the date of termination. A minor recipient who signs a note shall also obtain the endorsement thereon by a parent, if there be a living parent, unless the endorsement is waived by the Superintendent of Public Instruction. The minor recipient shall be obligated upon the note as fully as if the recipient were of age and shall not be permitted to plead such minority as a defense in order to avoid the obligations undertaken upon the notes.

- (3) Each recipient of a scholarship loan under the provisions of this program shall be eligible for scholarship loans each year until the recipient has qualified for a certificate based upon the entry level degree, but the recipient shall not be so eligible for more than the minimum number of years normally required for qualifying for the certificate. The permanent withdrawal of any recipient from college or failure of the recipient to do college work in a manner acceptable to the State Superintendent of Public Instruction shall immediately forfeit the recipient's right to retain the scholarship and subject the scholarship to termination by the State Superintendent of Public Instruction in the Superintendent's discretion. All terminated scholarships shall be regarded as vacant and subject to being awarded to other eligible persons.
- (4) Except under emergency conditions applicable to the State Superintendent of Public Instruction, recipients of scholarship loans shall enter the public school system of North Carolina at the beginning of the next school term after qualifying for a certificate based upon the entry level degree or, in case of persons already teaching in the public schools, at the beginning of the next school term after the use of the loan. All teaching service for which the recipient of any scholarship loan is obligated shall be rendered by August 31 of the seventh school year following graduation.
- (5) For each full school year taught in a North Carolina public school, the recipient of a scholarship loan shall receive credit upon the amount due by reason of the loan equal to the loan amount for a school year as provided in the note plus credit for the total interest accrued on that amount. Also, the recipient of the loan shall receive credit upon the total amount due by reason of all four years of the loan if the recipient teaches for three consecutive years, or for three years interrupted only by an approved leave of absence, at a North Carolina public school that is in a low-performing school system or a school system on warning

status at the time the recipient accepts employment with the local school administrative unit. In lieu of teaching in the public school, a recipient may elect to pay in cash the full amount of scholarship loans received plus interest then due thereon or any part thereof that has not been canceled by the State Board of Education by reason of teaching service rendered.

(6) If any recipient of a scholarship loan dies during the period of attendance at a college or university under a scholarship loan or before the scholarship loan is satisfied by payment or teaching service, any balance shall be automatically canceled.

If any recipient of a scholarship loan fails to fulfill the recipient's obligations under subdivision (4) of this section, other than as provided above, the amount of the loan and accrued interest, if any, shall be due and payable from the time of failure to fulfill the recipient's obligations.

(7) The State Superintendent of Public Instruction shall award scholarship loans with due consideration to factors and circumstances such as aptitude, purposefulness, scholarship, character, financial need, and geographic areas or subjects of instruction in which the demands for teachers are greatest. Since the primary purpose of this Article is to attract worthy young people to the teaching profession, preference for scholarship loans, except for the scholarship loans from funds earmarked for teacher assistants, shall be given to high school seniors in the awarding of scholarships. In awarding scholarship loans from funds earmarked for teacher assistants, preference shall be given to applicants who have already earned a baccalaureate degree or who have been formally admitted to an approved teacher education program in North Carolina. (1957, c. 1237; 1973, c. 581, ss. 1, 2; 1975, c. 750, s. 1; 1983 (Reg. Sess., 1984), c. 1034, s. 10.1; 1987, c. 738, ss. 198(c), (d), (e); 1989 (Reg. Sess., 1990), c. 1066, s. 95; 1993, c. 260, s. 2; 1995, c. 435, s. 1.)

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

SESSION LAW 2001-424
SENATE BILL 1005

AN ACT TO MAKE BASE BUDGET APPROPRIATIONS FOR CURRENT OPERATIONS OF STATE DEPARTMENTS, INSTITUTIONS, AND AGENCIES, AND FOR OTHER PURPOSES.

Requested by: Senators Dalton, Lucas, Garrou, Carter, Plyler, Odom, Lee; Representatives Boyd-McIntyre, Rogers, Yongue, Hackney, Morgan, Easterling, Oldham, Redwine, Thompson

IMMEDIATE ACTIONS TO ADDRESS TEACHER SHORTAGE

SECTION 29.2.(a) Of the funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of two million five hundred thousand dollars (\$2,500,000) for the 2001-2002 fiscal year and the sum of two million five hundred thousand dollars (\$2,500,000) for the 2002-2003 fiscal year shall be used to expand the pool of qualified teachers and to provide recruitment and retention incentives to attract and retain high-quality teachers to low-performing schools and schools with shortages of teachers in certain areas of certification. Of these funds:

- (1) The sum of \$1,000,000 for the 2001-2002 fiscal year and the sum of \$1,000,000 for the 2002-2003 fiscal year shall be used to provide additional scholarship funds for teacher assistants taking courses that are prerequisites for teacher certification programs. Notwithstanding G.S. 115C-468(c) and G.S. 115C-471(1), scholarships shall be awarded in amounts to be determined by the State Board of Education; and

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001

SESSION LAW 2001-424
SENATE BILL 1005

AN ACT TO MAKE BASE BUDGET APPROPRIATIONS FOR CURRENT OPERATIONS OF STATE DEPARTMENTS, INSTITUTIONS, AND AGENCIES, AND FOR OTHER PURPOSES.

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue, Easterling, Oldham, Redwine, Thompson

TEACHER ASSISTANT SCHOLARSHIP FUND

SECTION 31.5.(a) Article 23 of Chapter 116 of the General Statutes is amended by adding a new section to read:

"§ 116-209.35. Teacher Assistant Scholarship Fund.

(a) There is established the Teacher Assistant Scholarship Fund. The purpose of the Fund is to provide scholarships to teacher assistants who are pursuing college degrees to become teachers. The State Education Assistance Authority shall administer the Fund.

(b) Criteria for awarding the scholarships shall be developed by the Board of Governors of The University of North Carolina in consultation with the State Board of Education and the State Board of Community Colleges and shall include all of the following:

- (1) An applicant shall be employed full time as a teacher assistant in North Carolina.
- (2) An applicant shall be enrolled in an accredited bachelors degree program in an institution of higher education in North Carolina.
- (3) An applicant shall be a resident of North Carolina. For purposes of this section, residency shall be determined by the same standard as residency for tuition purposes pursuant to G.S. 116-143.1.
- (4) Any additional criteria that the Board of Governors considers necessary to administer the Fund effectively, including all of the following:
 - a. Consideration of the appropriate numbers of minority applicants and applicants from diverse socioeconomic backgrounds to receive scholarships pursuant to this section.
 - b. Consideration of the academic qualifications of the individuals applying to receive funds.
 - c. Consideration of the commitment an individual applying to receive funds demonstrates to the profession of teaching.

(c) The scholarships shall be available for part-time or full-time course work through all off-campus or distance education teacher education programs.

(d) The Board of Governors of The University of North Carolina, the State Board of Education, and the State Board of Community Colleges shall: (i) prepare a clear written explanation of the Teacher Assistant Scholarship Fund and the

information regarding the availability and criteria for awarding the scholarships, and (ii) shall provide that information to the appropriate counselors in each local school system and shall charge those counselors to inform teacher assistants about the scholarships and to encourage teacher assistants to apply for the scholarships.

(e) The Board of Governors of The University of North Carolina shall adopt rules to implement this section.

(f) The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee by March 1 each year regarding the Fund and scholarships awarded from the Fund."

SECTION 31.5.(b) Of the funds appropriated by this Act to the Board of Governors of The University of North Carolina the sum of one million dollars (\$1,000,000) shall be allocated to the State Education Assistance Authority to implement this section.



Appalachian State University

East Carolina University

Elizabeth City State University

Fayetteville State University

North Carolina Agricultural and Technical State University

North Carolina Central University

North Carolina School of Arts

North Carolina State University at Raleigh

University of North Carolina at Asheville

University of North Carolina at Chapel Hill

University of North Carolina at Charlotte

University of North Carolina at Greensboro

University of North Carolina at Pembroke

University of North Carolina at Wilmington

Western Carolina University

Winston-Salem, State University

The University of North Carolina
OFFICE OF THE PRESIDENT
POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688
MOLLY CORBETT BROAD, *President*
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E-mail: mbroad@ga.unc.edu

February 25, 2002

The Honorable Walter H. Dalton, Co-Chair
The Honorable R. Eugene Rogers, Co-Chair
Joint Legislative Education Oversight Committee
North Carolina General Assembly
16 West Jones Street
Raleigh, North Carolina 27601-2808

RE: Session Laws 2001—424 (SB 1005), Section 31.5(a)

Dear Chairmen:

The Board of Governors initial report on the development of criteria and guidelines to award scholarships to full-time teacher assistants in North Carolina who are enrolled in a bachelors degree program in teacher education at a North Carolina institution of higher education is transmitted herewith.

This is in response to the 2001 General Assembly, Session Laws 2001- 424 (SB 1005), AN ACT TO MAKE BASE BUDGET APPROPRIATIONS FOR CURRENT OPERATIONS OF STATE DEPARTMENTS, INSTITUTIONS, AND AGENCIES AND FOR OTHER PURPOSES, Section 31.5(a) Teacher Assistant Scholarship Fund.

If we can provide any further information or answer any questions, please do not hesitate to contact us.

Sincerely,

Molly Corbett Broad

Attachment

cc: Dr. Gretchen M. Bataille, Senior Vice President for Academic Affairs
Mr. J. B. Milliken, Vice President for Public Affairs
& University Advancement
Dr. Charles Coble, Vice President for University-School Programs
✓Dr. Robert C. Kanoy, III, Associate Vice President for Academic Affairs
Mr. Steven E. Brooks, Executive Director, N.C. State Education Assistance Authority
Dr. Shirley Iorio, Research Division, N.C. General Assembly



The University of North Carolina
GENERAL ADMINISTRATION
POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688
Telephone: (919) 962-1000

Appalachian State
University

East Carolina
University

Elizabeth City
State University

Fayetteville State
University

North Carolina
Agricultural and
Technical State
University

North Carolina
Central University

North Carolina
School of
Arts

North Carolina
State University
at Raleigh

University of
North Carolina
at Asheville

University of
North Carolina
at Chapel Hill

University of
North Carolina
at Charlotte

University of
North Carolina
at Greensboro

University of
North Carolina
at Pembroke

University of
North Carolina
at Wilmington

Western Carolina
University

Winston-Salem
State University

MEMORANDUM

To: Committee on Educational Planning, Policies, and Programs

From: Charles R. Coble
Vice President for University-Schools Programs

Date: December 20, 2001

Re: Teacher Assistant Scholarship Program

The General Assembly initiated a new scholarship program during the 2001 session to encourage teacher assistants to pursue undergraduate degrees leading to initial teacher licensure. The North Carolina State Education Assistance Authority has been instructed to administer the funds and the Board of Governors is asked to adopt rules to implement the scholarship program.

Attached are three items for your review:

- 1) Legislation establishing the Teacher Assistant Scholarship Program;
- 2) Proposed criteria for administration of the funds; and
- 3) Draft announcement of the program.

We will present these items for your review at the January meeting.

Thank you.

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue, Easterling, Oldham, Redwine, Thompson

TEACHER ASSISTANT SCHOLARSHIP FUND

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(b) Criteria for awarding the scholarships shall be developed by the Board of Governors of The University of North Carolina in consultation with the State Board of Education and the State Board of Community Colleges and shall include all of the following:

- (1) An applicant shall be employed full time as a teacher assistant in North Carolina.
- (2) An applicant shall be enrolled in an accredited bachelors degree program in an institution of higher education in North Carolina.
- (3) An applicant shall be a resident of North Carolina. For purposes of this section, residency shall be determined by the same standard as residency for tuition purposes pursuant to G.S. 116-143.1.
- (4) Any additional criteria that the Board of Governors considers necessary to administer the Fund effectively, including all of the following:
 - a. Consideration of the appropriate numbers of minority applicants and applicants from diverse socioeconomic backgrounds to receive scholarships pursuant to this section.
 - b. Consideration of the academic qualifications of the individuals applying to receive funds.
 - c. Consideration of the commitment an individual applying to receive funds demonstrates to the profession of teaching.
- (c) The scholarships shall be available for part-time or full-time course work through all off-campus or distance education teacher education programs.
- (d) The Board of Governors of The University of North Carolina, the State Board of Education and the State Board of Community Colleges shall: (i) prepare a clear written explanation of the Teacher Assistant Scholarship Fund and the information regarding the availability and criteria for awarding the scholarships, and (ii) shall provide that information to the appropriate counselors in each local school system and shall charge those counselors to inform teacher assistants about the scholarships and to encourage teacher assistants to apply for the scholarships.
- (e) The Board of Governors of The University of North Carolina shall adopt rules to implement this section.
- (f) The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee by March 1 each year regarding the Fund and scholarships awarded from the Fund."

SECTION 31.5.(b) Of the funds appropriated by this Act to the Board of Governors of The University of North Carolina the sum of one million dollars (\$1,000,000) shall be allocated to the State Education Assistance Authority to implement this section.

TEACHER ASSISTANT SCHOLARSHIP FUND
FOUR-YEAR TEACHER LICENSURE PROGRAM
Summary of Policies: 2001-2002

1. Applicant must be a legal resident of North Carolina and a U.S. citizen who does not already hold teacher licensure. Applicant must not be in default on any student loan.
2. Applicant must be currently employed as a full-time teacher assistant in a North Carolina public school, and must remain employed as a full-time teacher assistant while pursuing teacher licensure, except for the methods semester and/or student teaching semester.
3. Applicant must provide a completed Projected Program of Study summary (on form provided in application packet) signed by an appropriate official at the institution he/she is/will be attending.
4. Applicant must have the endorsement of the principal of the employing school. Such endorsement indicates the principal's understanding that the applicant intends to pursue higher education while remaining employed full-time as a teacher assistant.
5. There is no limit in the number of candidates from a school who may receive scholarships.
6. A recipient of a scholarship must attend a public or private North Carolina college or university with a North Carolina approved teacher education program. Scholarships may be used to obtain credit through distance education or off-campus courses (with the approval of the student's advisor).
7. Recipients are eligible to receive funds only for study leading to initial licensure as a teacher.
8. Recipients will be allocated \$1,600.00 per semester for the Fall and Spring Semesters. Allocations of up to \$1,600 will be available for qualifying candidates for a full summer session. Recipients who do not plan to enroll in coursework each semester will indicate the semester they anticipate actual enrollment and allocations will be adjusted appropriately. Future adjustments in semester amounts will be made by the State Education Assistance Authority based on costs of education and available funds.
9. Recipients may be renewed for subsequent years subject to sufficient available funds from the North Carolina General Assembly provided a renewal application is filed on a timely basis, and the recipient earned 12 semester hours toward teacher licensure within the period of September 1 through August 31 while meeting the satisfactory academic progress requirements of the enrolling institution.

DRAFT

Announcement

Teacher Assistant Scholarship Fund for Four Year College Students for the 2001-2002 Academic Year

Four Year Teacher Licensure Program

The Teacher Assistant Scholarship Fund provides scholarships to individuals who are employed full time as teacher assistants in the public schools of North Carolina and who are pursuing degrees at four year colleges with the goal of becoming teachers. The award amount is \$1,600 for the fall semester, \$1,600 for the spring semester and \$1,600 for the summer, divided into equal payments for each summer session a student is enrolled. The program is funded by the North Carolina General Assembly and administered by the State Education Assistance Authority.

Who Is Eligible?

This scholarship program is designed for individuals pursuing initial teacher licensure at four year colleges and universities. Candidates must be employed full-time as teacher assistants in North Carolina public schools and have the endorsement of their school principals; must attend a public or private North Carolina college or university with a North Carolina approved teacher education program and must be North Carolina residents for tuition purposes as determined by the same standard as residency for tuition purposes pursuant to G.S. 116-143.1.

The Requirements

Recipients must remain employed full-time as teacher assistants in North Carolina while pursuing initial teacher licensure, except for the methods semester and/or student teaching semester. Recipients must annually complete 12 semester hours within the period of September 1 through August 31, must attempt 6 semester hours during any term for which they are funded and must meet the satisfactory academic progress standards of the enrolling institution.

To Apply

The application is available here for download:
(requires the free Acrobat Reader)

- Download application - 376kb pdf file

The deadline for submitting completed applications is _____, 2002. Awards will be announced by _____, 2002.

For More Information or for a paper application, please contact:

TASF- Teacher Assistant Scholarship Fund
c/o Robbie Schultz, Program Coordinator
North Carolina State Education Assistance Authority
PO Box 13663
Research Triangle Park, NC 27709-3663

(919) 248-4686 (phone)
(919) 248-4687 (fax)
robbie@ncseaa.edu (e-mail)

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2001**

**SESSION LAW 2001-424
SENATE BILL 1005**

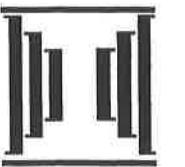
AN ACT TO MAKE BASE BUDGET APPROPRIATIONS FOR CURRENT OPERATIONS OF STATE DEPARTMENTS, INSTITUTIONS, AND AGENCIES, AND FOR OTHER PURPOSES.

Requested by: Representatives Boyd-McIntyre, Rogers, Yongue, Easterling, Oldham, Redwine, Thompson

OFFER TEACHER EDUCATION PROGRAMS THROUGH DISTANCE EDUCATION

SECTION 31.7.(a) It is the intent of the General Assembly to make teacher education programs easily accessible statewide through distance education. The General Assembly finds that the "2 + 2" program is an excellent model for teacher credential programs and encourages its use as a model.

SECTION 31.7.(b) To achieve the goal of encouraging the "2 + 2" program as a model for teacher education programs and to make those model teacher education programs available and easily accessible statewide, any teacher education program that is offered by a constituent institution through distance education that does not require campus residency is eligible for funds appropriated by this act for that purpose. The Board of Governors shall determine the eligibility of a constituent institution pursuant to this section. The Board of Governors shall also determine the amount of funds to be allocated to each eligible constituent institution based on the number of student credit hours taught in teacher preparation courses through distance education at that institution and shall distribute those funds to the institution. The Board of Governors of The University of North Carolina shall report to the Joint Legislative Education Oversight Committee annually regarding the implementation of this section and the amount and use of the funds allocated pursuant to this section.



NORTH CAROLINA COMMUNITY COLLEGE SYSTEM



REPORT TO

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

TEACHER EDUCATION SUPPORT

**Delores A. Parker, Presenter
VP, Academic and Student Services**

**James J. Woody, Jr., Chair
State Board of Community Colleges**

**H. Martin Lancaster, President
North Carolina Community College System**

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Teacher Education Support

Report from the North Carolina Community College System

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The Status and Role of North Carolina Community Colleges In the Preparation of Teachers

Executive Summary

North Carolina Community Colleges currently collaborates with the NC Department of Public Instruction, the University of North Carolina and the Independent Higher Education Institutions for the preparation of students desiring to obtain the first two years of a four-year degree for teacher certification. The community colleges also prepare teacher assistants for the extension of classroom instruction in birth through kindergarten and kindergarten through sixth grade.

1. Curriculum Programs for Teacher Preparation:

- There are currently four options for teacher assistant preparation in the North Carolina Community College System.
- All fifty-eight colleges have at least one of the options for the successful preparation of teacher assistants.

2. Community College/University collaboration:

- Comprehensive articulation agreement between 58 community colleges, 16 public universities and 14 independent higher education institutions.
- UNC Greensboro has 2Plus agreements with 37 community colleges for articulation into the K-6 program and 38 community colleges for articulation into the B-K program.
- The Appalachian Learning Alliance delivers education and political science completion for a four-year degree at 10 community college campuses.
- Ten other public universities have agreements for four-year degree completions at community college campuses primarily for graduates of college transfer programs.
- Model Teachers Education Consortium facilitates university degree completions at community college campuses in central and eastern NC. Twenty-seven community colleges, 10 colleges and universities and the State Department of Public Instruction (SDPI) participate in the consortium.
- The federal “No Child Left Behind” Act will mandate all teacher assistants in Title I ESEA programs meet credential requirements which may include 2 years of postsecondary education. Community Colleges will offer Teacher Associate training.

3. Funding:

- NC Department of Public Instruction received \$1,000,000 in additional recurring funds from 2001 General Assembly to provide scholarships for teacher assistants taking courses that are prerequisites for teacher certification programs. Funds are concentrated in the Two-year Teacher Assistant Scholarship Loan program for community college participants at \$1200 per year.
- Applicants to the SDPI Teacher Licensure program and formally admitted to an approved teacher education program in NC may receive \$3500 annually.
- NC State Educational Assistance Authority (via UNC General Administration) received \$1,000,000 for scholarships for teacher assistants. Applicants must be enrolled at NC universities with approved teacher education programs.
- The NC Model Teachers Education Consortium provides tuition after the participants pay the first \$60 per course. The consortium also pays textbook payments of up to \$60 per course.
- Federal funding has been proposed by Congressman David Price in the “Teaching Fellows Act of 2001.” If approved, students in community college/university partnership programs would be eligible for scholarships of not less than \$6,500 per year. The bill has been referred to a house subcommittee.

Report to the Joint Legislative Education Oversight Committee From the North Carolina Community College System

North Carolina Community Colleges currently prepare students for careers as early childhood associates with several institutions offering the Teacher Associate and Special Education concentration. Graduates of these programs typically enter classrooms and extend the capability of the classroom teacher in the early grades. In addition, the community colleges prepare students for entry into upper level programs of education leading to classroom certification through traditional college transfer pre-education programs and through bilateral articulation agreements with several senior public and private colleges and universities. Funding for students at the community college level comes from several resources with varying requirements for participation and repayment. The community colleges, public schools and universities collaborate frequently to maximize the allocation of these funds to applicants and to achieve the purposes for which the legislature or donors have created the funds.

Curriculum Programs in North Carolina Community Colleges that may lead to teacher preparation

Early Childhood Associate (A55220) (See Attachment 1)

The Early Childhood Associate Curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs as teachers in preschools, child care centers, and as teacher assistants in grades K-5. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, Smart Start Programs, and school-age programs.

***The early childhood curriculum is offered at all 58
community colleges.***

Early Childhood Associate/Special Education (A5522A) (See Attachment 2)

Special Education is a concentration under the curriculum title of Early Childhood Associate. This curriculum prepares

individuals to work with children from infancy through middle childhood in diverse learning environments. Students combine learned theories with practice in actual settings with young children under the supervision of qualified teachers. Course work in addition to the work above, includes working with children with special needs. Graduates foster the cognitive/language, physical/motor, social/emotional, and creative development of atypically developing children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood and elementary school settings. Employment opportunities include child development and child care programs, preschools, developmental day programs, inclusive programs, public and private schools, recreational centers, Head Start programs, Smart Start initiatives and school-age programs.

This curriculum is offered at the following colleges:

McDowell Technical Community College

Roanoke-Chowan Community College

Stanly Community College

Early Childhood Associate/Teacher Associate (A5522B)

(See Attachment 3)

Teacher Associate is a concentration under the curriculum title of Early Childhood Associate. This curriculum prepares individuals to work specifically with children in grades K-5 in diverse learning environments as teacher assistants. Students combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes childhood growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of school-age children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

This curriculum is offered at the following colleges:

<i>Blue Ridge Community College</i>	<i>Mitchell Community College</i>
<i>Carteret Community College</i>	<i>Nash Community College</i>
<i>Craven Community College</i>	<i>Rockingham Community College</i>
<i>Durham Technical Community College</i>	<i>Rowan-Cabarrus Comm. College</i>
<i>Edgecombe Community College</i>	<i>South Piedmont Comm. College</i>
<i>Halifax Community College</i>	<i>Stanly Community College</i>
<i>Isothermal Community College</i>	<i>Tri-County Community College</i>
<i>McDowell Technical Community College</i>	<i>Vance-Granville Comm. College</i>

Pre-Major Associate in Arts: Elementary Education, Middle Grades Education, and Special Education (A1010P)
(See Attachment 4)

The Pre-Major Associate of Arts: Elementary Education, Middle Grades Education, and Special Education has been developed by university and community college faculty as a blueprint for guiding community colleges in developing programs for students who intend to major in Elementary Education, Middle Grades Education and Special Education. Students who successfully complete this college transfer course of study and who meet the requirements for admission to the university may be eligible to apply for admission to a four-year institution with junior standing through the Comprehensive Articulation Agreement.

In addition to other courses, forty-four semester hours of credit in general education core courses are required as outlined on the NCCCS Curriculum for Associate of Arts degree programs. The general education core includes study in areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

Up to twenty-one hours are required in the "other required courses" in the Associate of Arts Pre-Major. Colleges may include courses in health, physical education, college orientation, and/or study skills as other required hours. Work experience up to one semester hour may be included for career exploration.

It is recommended that within the twenty-one semester hours of other required hours, pre-education students select courses that will help meet the mandated academic (second major) concentration. These courses should be selected in conjunction with the requirements at each university, since available academic (second major) concentrations and their specific requirements differ on each campus.

Upon completion of the of the Associate in Arts degree, students who meet the requirements outlined in the pre-major articulation agreement for Elementary Education, Middle Grades Education and Special Education will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree:

Elementary Education: ASU, ECU, ECSU, FSU, NCA&T, NCCU, UNC-A, UNC-C, UNC-CH, UNC-G, UNC-P, UNC-W, WCU, and WSSU

Middle Grades Education: ASU, ECU, ECSU, FSU, NCCU, UNC-A, UNC-C, UNC-CH, UNC-G, UNC-P, UNC-W, WCU, and WSSU

Special Education: ASU, ECU, ECSU, NCA&T, UNC-C, UNC-CH, UNC-P, UNC-W, WCU, and WSSU

For program characteristics of each of the above four options see Attachment 5.

North Carolina Community Colleges have experienced a significant growth in enrollment in Early Childhood Associate programs and the Pre-Education program of the Associate in Arts degree (see Attachment 6). Enrollment has nearly doubled from 4,519 in 1997-1998 to 8,738 in 2000-2001. Similarly, program completions have increased by 36% over the same period. The NCCCS also offers 10 pre-education majors including liberal arts, social sciences, natural sciences and mathematics.

Community College and University Collaborations in Teacher Education

Comprehensive Articulation Agreement

The more traditional collaboration for preparation of classroom teachers lies within the comprehensive articulation agreement between the NC community colleges and the University of North Carolina. Pre-major articulation agreements include art education, business education & marketing education, biology education, chemistry education, English education, elementary education, middle grades education & special education, health education, math education, music & music education, physical education, and social science secondary education. (Not all community colleges offer all pre-majors).

Bilateral Articulation Agreements

Bilateral articulation agreements have been established between constituent institutions of the UNC system and members of the NC Community College System. Well known agreements include the University of North Carolina at Greensboro's 2Plus agreements with 37 community colleges for articulation into the K-6 program. In addition, UNCG has 2Plus agreements with 38 community colleges for articulation into the B-K major. The collaborative agreement allows articulation of the non-traditional AAS degree achieved by community college students into the bachelors degree programs at the senior institution.

Other bilateral agreements include the Appalachian Learning Alliance with 10 community colleges that offer graduates an opportunity to complete their four year degree on the community college campus; the East Carolina University programs at Craven and Carteret Community Colleges and in Johnston County (ECU has met with 15 community colleges to discuss similar projects); UNC Wilmington's program with Coastal Carolina Community College; and Western Carolina University's degree completion program with Tri-County CC that leads to a B.S. Ed. in Elementary Education through distance learning.¹

The NC Model Teachers Education Consortium

The NC Model Teachers Education Consortium offers a unique blending of course offerings from community colleges and universities on campuses that are closest to the student participants. The Consortium focuses its efforts on recruiting and educating paraprofessionals who are employed in the designated local educational agencies (LEAs) of central and eastern NC who indicate a desire to become certified classroom teachers. Third and fourth year courses are taught on community college campuses by member senior public and private universities. Advisors from both community colleges and universities work closely with the students to ensure seamless transition and goal completion. The consortium includes 27 community colleges that collaborate with 45 school systems, 10 colleges and universities, and the NC Department of Public Instruction.

With the approval of the NC Dept. of Public Instruction, lateral entry teachers are taking community college courses to obtain certification for classroom teaching. These courses

include the *EDU 116 - Intro to Education* and technology courses that improve classroom teaching competencies.

***Funding Sources for Teacher Preparation
(See Attachment 6)***

State funding for teacher training is available from several resources. The requirements to use the funds vary by agency, but the agencies work together to ensure that every applicant's needs are met.

Teachers Assistant Scholarship Loan:

A program at the NC Dept. of Public Instruction has two plans. The program received an additional \$1,000,000 of recurring funds from the 2001 session of the NC General Assembly.

The teacher licensure program – provides \$3500 annually for full-time employed teacher assistants in public schools of North Carolina with a minimum of one year's experience as a teacher assistant. Students must be formally admitted to an approved teacher education program in the state of North Carolina and must submit applications to NCDPI.

The two-year program – provides \$3500 annually for full-time employed teacher assistants in NC public schools to attend a North Carolina community college to pursue an early childhood degree or a two year degree in "other skills" of use in the NC public schools. Students may obtain an AA, AS or AAS degree by utilizing this program. Applications are available on the NCDPI web site.

The NC Teacher Assistant Scholarship Fund at the NC State Educational Assistance Authority (via UNC-GA; received an additional \$1,000,000 of recurring funds from the 2001 session of the NC General Assembly) :

This program provides \$1,600 for fall and spring semesters. Summer semesters may qualify for an additional \$1600 with prorated amounts for partial summer sessions. Recipients of this scholarship must attend a public or private North Carolina college or university with an approved teacher education program.

The NC Model Teachers Education Consortium :

The NC Model Teachers Education Consortium funds tuition for community college students above the first \$60 per course plus provides \$60 for textbooks per course. Only courses included in the Comprehensive Articulation Agreement are eligible for funding.

Federal funding for teacher preparation:

Federal funding has been proposed by Congressman David Price et al in the Teaching Fellows Act of 2001 (H.R. 839). Section 212 would permit States to approve community college-university partnerships for funding of students with scholarships of no less than \$6,500 per year for up to four years of undergraduate education. Scholarship recipients would be selected from teacher assistants and other school employees who are not yet certified teachers who wish to obtain a degree.

Private funding for teacher preparation:

Private funding is a priority of the NC Community College System Office. The System President, the State Board of Community Colleges, the NC Community College System Foundation continues to seek business and industry partnerships and funds to support teacher preparation on our campuses. Some very promising activities are occurring and the System Office along with colleges and industries will publicize the results as they are achieved.

Phi Theta Kappa, the Jackson, Mississippi-based international honor society for two-year colleges, has selected Central Piedmont Community College (CPCC) to be one of eighteen community colleges to participate in its *Preparing Tomorrow's Science & Mathematics Teachers: The Community College Response Project*. The project is supported by a \$400,000 grant from the National Science Foundation's Advanced Technology Education Division.

The North Carolina Community College System looks forward to the new teacher preparation courses and activities that will be developed and to the promise they hold for recruiting and preparing a new generation of science, mathematics and technology teachers to meet the country's current critical teacher shortage.

***North Carolina
Community Colleges are
full partners with the
UNC System and the
Department of Public
Instruction for the
preparation of classroom
teachers***

North Carolina Community Colleges continue to play an important role in the preparation of classroom teachers and teacher assistants. Collaborative efforts are pursued at the state and local level. Alignment of programs results in stronger articulation agreements among community colleges and universities. Among the opportunities to be addressed are increased deliveries of third and fourth year education courses via distance education systems to permit bachelor's degree completion at community colleges, especially rural

community colleges. Scholarship funding by the NC General Assembly through the community college system will provide opportunities for colleges to respond quickly to nontraditional programs that result in entry to schools of education and subsequently certification as classroom teachers. The recent enactment of the federal program "No Child Left Behind" creates the opportunity for community colleges to play a greater role in providing the two year degree credential for teacher assistants in the 1,000+ NC public schools identified by NCDPI as meeting the requirements of school wide Elementary and Secondary Education Act (ESEA) programs. The NCCC System Office has already allowed for fast track approval of the Teacher Associate Concentration in the Early Childhood and is preparing recommendations for the Early Childhood Associate/Special Education to allow for fast track approval. Moreover, staff hosted a meeting with colleges on the NC Information Highway to identify programs and practices that will facilitate training needs of teacher assistants through the North Carolina Community College System.

Source:

¹Coble, Charles R. *A Report on Teacher Recruitment and Retention Initiatives*, The University of North Carolina, July 2001.

CURRICULUM STANDARD

Curriculum Program Title

Early Childhood Associate

Code

A55220

Concentration

(not applicable)

Curriculum Description

The Early Childhood Associate curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

*Curriculum Requirements**

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in a degree or diploma program up to a maximum of 8 semester hours and in a certificate program up to a maximum of 2 semester hours. (see back of page for Major Hours requirements)
- III. **Other Required Hours.** A college may require other subjects or courses to complete graduation requirements. These requirements may include electives, orientation, study skills courses, or other graduation requirements.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

*Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

Major Hours

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration (if applicable).** A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degree and diploma curriculum programs up to a maximum of 8 semester hours credit and in certificate programs up to a maximum of 2 semester hours credit.

Early Childhood Associate A55220

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE <i>Courses required for the diploma are designated with *</i>	20 SHC	20 SHC	
Required Courses:			
* COE 111 Co-op Work Experience I	1 SHC		
* EDU 131 Children, Family, and Community	3 SHC		
* EDU 146 Child Guidance	3 SHC		
* EDU 221 Children with Special Needs	3 SHC		
Required Subject Areas:			
* Early Childhood Education. Choose either:			
EDU 119 Early Childhood Education	4 SHC		
or (A set of EDU 111 & EDU 112 or EDU 111 & EDU 113)			
EDU 111 Early Childhood Credential I	2 SHC		
& EDU 112 Early Childhood Credential II	2		
SHC			
or EDU 113 Family and Early Childhood Credential	2		
SHC			
* Child Development. Select one set:			
EDU 144 Child Development I	3 SHC		
& EDU 145 Child Development II	3 SHC		
or PSY 244 Child Development I	3 SHC		
& PSY 245 Child Development II	3 SHC		
B. CONCENTRATION (Not applicable)			
C. OTHER MAJOR HOURS <i>Students who select a professional business and management option should select 9 SHC from ACC, BUS, CIS, and EDU courses.</i>			
<i>Students who select a professional fundamentals option should select 9 SHC from PSY 150, PSY 237, PSY 243, PSY 244, PSY 245, PSY 246, PSY 255, PSY 256, PSY 260, PSY 263, PSY 281, SOC 210, SOC 213, SOC 215, SOC 220, and SOC 240.</i>			
<i>The remaining other major hours may be chosen from the following prefixes:</i> ACC, ART, ASL, BUS, CIS, COE, CSC, DAN, EDU, HEA, MUS, PSY, SCI and SOC			

CURRICULUM STANDARD

Curriculum Program Title

Early Childhood Associate

Code

A5522A

Concentration

Special Education

Curriculum Description

Special Education is a concentration under the curriculum title of Early Childhood Associate. This curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes childhood growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Curriculum Requirements*

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in a degree or diploma program up to a maximum of 8 semester hours and in a certificate program up to a maximum of 2 semester hours. (see back of page for Major Hours requirements)
- III. **Other Required Hours.** A college may require other subjects or courses to complete graduation requirements. These requirements may include electives, orientation, study skills courses, or other graduation requirements.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

*Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

Major Hours

A. Core. The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.

B. Concentration (if applicable). A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.

C. Other Major Hours. Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degree and diploma curriculum programs up to a maximum of 8 semester hours credit and in certificate programs up to a maximum of 2 semester hours credit.

Early Childhood Associate/Special Education A5522A

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE <i>Courses required for the diploma are designated with *</i>	20 SHC	20 SHC	
Required Courses:			
* COE 111 Co-op Work Experience I * EDU 131 Children, Family, and Community * EDU 146 Child Guidance * EDU 221 Children with Special Needs	1 SHC 3 SHC 3 SHC 3 SHC		
Required Subject Areas:			
* Early Childhood Education. Choose either: EDU 119 Early Childhood Education or (A set of EDU 111 & EDU 112 or EDU 111 & EDU 113) EDU 111 Early Childhood Credential I & EDU 112 Early Childhood Credential II or EDU 113 Family and Early Childhood Credential	4 SHC 2 SHC 2 SHC 2 SHC		
* Child Development. Select one set: EDU 144 Child Development I & EDU 145 Child Development II or PSY 244 Child Development I & PSY 245 Child Development II	3 SHC 3 SHC 3 SHC 3 SHC		
B. CONCENTRATION <i>Courses unique to the concentration are designated with **</i>	14 SHC	14 SHC	
** EDU 147 Behavior Disorders ** EDU 148 Learning Disabilities ** EDU 247 Physical Disabilities ** EDU 248 Mental Retardation	3 SHC 5 SHC 3 SHC 3 SHC		
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i>			
ACC, ART, ASL, BUS, CIS, COE, CSC, DAN, EDU, HEA, MUS, PSY, SCI and SOC			

Approved by the State Board of Community Colleges on November 13, 1996; Revised 9/26/00.

CURRICULUM STANDARD

Effective Term
Fall 1997
[1997*03]

Curriculum Program Title

Early Childhood Associate

Code

A5522B

Concentration

Teacher Associate

Curriculum Description

Teacher Associate is a concentration under the curriculum title of Early Childhood Associate. This curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes childhood growth and development, physical/nutritional needs of children, care and guidance of children, and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Curriculum Requirements*

- I. **General Education.** Degree programs must contain a minimum of 15 semester hours including at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Degree programs must contain a minimum of 6 semester hours of communications. Diploma programs must contain a minimum of 6 semester hours of general education; 3 semester hours must be in communications. General education is optional in certificate programs.
- II. **Major Hours.** AAS, diploma, and certificate programs must include courses which offer specific job knowledge and skills. Work experience, including cooperative education, practicums, and internships, may be included in a degree or diploma program up to a maximum of 8 semester hours and in a certificate program up to a maximum of 2 semester hours. (see back of page for Major Hours requirements)
- III. **Other Required Hours.** A college may require other subjects or courses to complete graduation requirements. These requirements may include electives, orientation, study skills courses, or other graduation requirements.

	AAS	Diploma	Certificate
Minimum General Education Hours	15	6	0
Minimum Major Hours	49	30	12
Other Required Hours	0-7	0-4	0-1
Total Semester Hours Credit in Program	64-76	36-48	12-18

*Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic use of computers.

Major Hours

- A. Core.** The subject/course core is comprised of subject areas and/or specific courses which are required for each curriculum program. A diploma program offered under an approved AAS program standard or a certificate which is the highest credential level awarded under an approved AAS program standard must include a minimum of 12 semester hours credit derived from the subject/course core of the AAS program.
- B. Concentration (if applicable).** A concentration of study must include a minimum of 12 semester hours credit from required subjects and/or courses. The majority of the course credit hours are unique to the concentration. The required subjects and/or courses that make up the concentration of study are in addition to the required subject/course core.
- C. Other Major Hours.** Other major hours must be selected from prefixes listed on the curriculum standard. A maximum of 9 semester hours credit may be selected from any prefix listed, with the exception of prefixes listed in the core or concentration. Work experience, including cooperative education, practicums, and internships, may be included in associate in applied science degree and diploma curriculum programs up to a maximum of 8 semester hours credit and in certificate programs up to a maximum of 2 semester hours credit.

Early Childhood Associate/Teacher Associate A5522B

	AAS	Diploma	Certificate
Minimum Major Hours Required	49 SHC	30 SHC	12 SHC
A. CORE <i>Courses required for the diploma are designated with *</i>	20 SHC	20 SHC	
Required Courses:			
* COE 111 Co-op Work Experience I	1 SHC		
* EDU 131 Children, Family, and Community	3 SHC		
* EDU 146 Child Guidance	3 SHC		
* EDU 221 Children with Special Needs	3 SHC		
Required Subject Areas:			
* Early Childhood Education. Choose either:			
EDU 119 Early Childhood Education	4 SHC		
or (A set of EDU 111 & EDU 112 or EDU 111 & EDU 113)			
EDU 111 Early Childhood Credential I	2 SHC		
& EDU 112 Early Childhood Credential II	2 SHC		
or EDU 113 Family and Early Childhood Credential	2 SHC		
* Child Development. Select one set:			
EDU 144 Child Development I	3 SHC		
& EDU 145 Child Development II	3 SHC		
or PSY 244 Child Development I	3 SHC		
& PSY 245 Child Development II	3 SHC		
B. CONCENTRATION <i>Courses unique to the concentration are designated with **</i>	12 SHC	12 SHC	
COE 121 Co-op Work Experience II	1 SHC		
** EDU 118 Teacher Associate Principles & Practices	3 SHC		
** EDU 186 Reading and Writing Methods	3 SHC		
EDU 235 School Age Development & Programs	2 SHC		
EDU 275 Effective Teaching Training	2 SHC		
** EDU 285 Internship Experiences-School-Age	1 SHC		
C. OTHER MAJOR HOURS <i>To be selected from the following prefixes:</i>			
ACC, ART, ASL, BUS, CIS, COE, CSC, DAN, EDU, HEA, MUS, PSY, SCI and SOC			

Approved by the State Board of Community Colleges on November 13, 1996; Revised 9/26/00.

**Pre-Major Associate in Arts Articulation Agreement:
Elementary Education, Middle Grades Education, and Special Education (A1010P)**

This template has been developed by university and community college faculty as a blueprint for guiding community colleges in developing programs for students who intend to major in Elementary Education, Middle Grades Education, and Special Education. Students who successfully complete this course of study and who meet the requirements for admission to the university may be eligible to apply for admission to the major with junior standing.

All community colleges will not offer all pre-major programs and course selections may vary. Check college catalogs for course and program offerings.

General Education Core (44 SHC)*Forty-four semester hours of credit in general education core courses are required as outlined on the NCCCS Curriculum Standards for Associate in Arts degree programs. The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition.

English Composition (6 SHC) *Two English composition courses are required.*

- X English 111, Expository Writing, is required as the first composition course.
- X The second composition course must be selected from the following:
 - ENG 112 Argument-Based Research
 - ENG 113 Literature-Based Research

Humanities/Fine Arts (12 SHC) *Four courses from three discipline areas are required.*

- X One course must be a literature course. Select one course from the following (3 SHC):
 - ENG 131 Introduction to Literature (3 SHC) or
 - ENG 231 American Literature I (3 SHC) or
 - ENG 232 American Literature II (3 SHC) or
 - ENG 233 Major American Writers (3 SHC)
- X The following course is required to substitute for 3 SHC of Humanities/Fine Arts:
 - COM 231 Public Speaking (3 SHC)
- X One of the following courses is required (3 SHC):
 - ART 111 Art Appreciation (3 SHC) or
 - ART 114 Art History Survey I (3 SHC) or
 - ART 115 Art History Survey II (3 SHC) or
 - MUS 110 Music Appreciation (3 SHC)
- X One additional course from the following discipline areas is required: music, art, drama, dance, foreign languages, interdisciplinary humanities, literature, philosophy, and religion.

Social/Behavioral Sciences (12 SHC) *Four courses from three discipline areas are required.*

- X One course must be a history course. Select one course from the following (3 SHC):
 - HIS 111 World Civilizations I (3 SHC) or
 - HIS 112 World Civilizations II (3 SHC) or
 - HIS 114 Comparative World History (3 SHC) or
 - HIS 115 Introduction to Global History (3 SHC) or
 - HIS 121 Western Civilization I (3 SHC) or
 - HIS 122 Western Civilization II (3 SHC)
- X The following courses are required (6 SHC):
 - PSY 150 General Psychology (3 SHC)
 - choose one:*
 - SOC 210 Introduction to Sociology (3 SHC) or
 - SOC 225 Social Diversity (3 SHC)
- X One additional course from the following discipline areas is required: anthropology, economics, geography, history, political science, psychology, and sociology.

Natural Sciences/Mathematics (14 SHC)

Natural Sciences (8 SHC):

- X The following courses are required:
 - choose one:*
 - BIO 110 Principles of Biology (4 SHC) or
 - BIO 111 General Biology I (4 SHC)
 - choose one:*
 - CHM 131 Intro to Chemistry (3 SHC) and CHM 131A Intro to Chemistry Lab (1 SHC) or

CHM 135	Survey of Chemistry I (4 SHC) or
CHM 151	General Chemistry I (4 SHC) or
PHY 110	Conceptual Physics (3 SHC) and PHY 110A Conceptual Physics Lab (1 SHC) or
PHY 151	College Physics I (4 SHC)
Mathematics (6 SHC):	
X Two of the following courses are required:	
CIS 110	Introduction to Computers (3 SHC)
MAT 140	Survey of Mathematics (3 SHC)
MAT 161 (or higher)	College Algebra (3 SHC)

Other Required Hours (20-21 SHC)* Colleges may include courses in health, physical education, college orientation, and/or study skills as other required hours. Work experience up to 1 SHC may be included for career exploration.

X At certain UNC institutions, EDU 116 may fulfill a major requirement; at a majority of institutions it will transfer only as a free elective.

X It is recommended that within the 20 semester hours of AOther Required Hours,≥ pre-education students in Elementary Education, Middle Grades Education, and Special Education select courses that will help meet the mandated academic (second major) concentration. These courses should be selected in conjunction with the requirements at each university, since available academic (second major) concentrations and their specific requirements differ on each campus. In order to be consistent with NC licensure areas, Middle Grades Education students should select courses from up to two (2) of the following areas: Social Sciences, English, Mathematics, Sciences. (Note: UNC-Asheville students major in an academic area and the selected 20 hours should be in sync with their intended major/program.) Typically offered academic concentrations are biology, English, history, mathematics and psychology. The following recommended courses in these concentrations may be taken as general education or as AOther Required Hours.≥

Recommended Courses for Typical Academic Concentrations

Biology Up to 12 SHC from the following:

BIO 110 Principles of Biology or BIO 111 General Biology I and BIO 112 General Biology II;
 BIO 120 Intro. Botany or BIO 130 Intro. Zoo. or BIO 140 Environ. Bio. and BIO 140A Environ. Bio. Lab;
 CHM 151 General Chemistry I
 CHM 152 General Chemistry II

English Up to 6 SHC from the following:

ENG 231 American Lit. I	ENG 261 World Lit. I	ENG 272 Southern Lit.
ENG 232 American Lit. II	ENG 262 World Lit. II	ENG 273 African-Amer. Lit.
ENG 241 British Lit. I	ENG 265 Thematic World Lit. I	ENG 274 Lit. by Women
ENG 242 British Lit. II	ENG 266 Thematic World Lit. II	

History

6 SHC from the following should be taken as general education:

HIS 111 World Civilizations I and HIS 112 World Civilizations II or
 HIS 121 Western Civilization I and HIS 122 Western Civilization II

6 SHC from the following should be taken as Aother required hours:≥

HIS 131 American History I and HIS 132 American History II

Mathematics Up to 12 SHC from the following:

MAT 151 Stat. I, MAT 151A Statist. I Lab. or MAT 155 Statist. Analy., MAT 155A Statist. Analy. Lab;
 MAT 172 Precal. Trig., MAT 172A Precal. Trig. Lab or MAT 175 Precal., MAT 175A Precalculus Lab;
 MAT 271 Calculus I

MAT 272 Calculus II

Psychology Select from:

PSY 150 General Psychology	PSY 241 Develop. Psychology	PSY 263 Educational Psychology
PSY 237 Social Psychology	PSY 243 Child Psychology	PSY 275 Health Psychology
PSY 239 Psy. of Personality	PSY 246 Adolescent Psychology	PSY 281 Abnormal Psychology

Total Semester Hours Credit (SHC) in Program: 64-65

* Students must meet the receiving university=s foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

Teacher Preparation Program Characteristics
North Carolina Community College System

<i>Program Characteristics</i>	<i>Early Childhood Associate (A55220)</i>	<i>Early Childhood Associate/Special Education (A5522A)</i>	<i>Early Childhood Associate/Teacher Associate (A5522B)</i>	<i>Pre-Major Associate of Arts: Elementary, Middle Grades and Special Education (A1010P)</i>
Prepares graduates to enter the job market for a career in teaching children	X	X	X	X
Provides graduates with a broad child development background for teaching children 0-5 years of age in child care centers and preschools as a teacher; Prepares graduates as teacher assistants for K-5 th Grades	X			
Prepares graduates to work in classrooms with children who have special needs/inclusive classroom environments. Emphasis placed on development of skills for working with atypical students in social/emotional, cognitive/language and physical development	—	X		
Prepares graduates to work in the elementary schools or afterschool programs <i>specifically</i> as teacher assistants with K-5 th Grade children; Graduates gain specific skills which enhances one's ability to teach reading and writing methods			X	
Prepares graduates to articulate directly into 4-year degree teacher education programs to become a licensed teachers				X
Prepares graduates to transfer to a 4-year institution with teacher education programs: <ul style="list-style-type: none"> • Bilateral Articulation Agreement • Comprehensive Articulation Agreement 	X	X	X	X

North Carolina Community College System

Associate Degree Programs Enrollment

Program	2000-2001	1999-2000	1998-1999	1997-1998
A55220 – Early Childhood Associate	6,918	6,055	4,762	4,072
A5522B – Early Childhood/Teacher Associate	519	549	565	424
A5522A – Early Childhood/Special Education	32	25	20	17
A1010P – Elementary, Middle Grades and Special Education	1,269	840	450	6
Total	8,738	7,469	5,797	4,519

Associate Degree Programs Completions

Program	2000-2001	1999-2000	1998-1999	1997-1998
A55220 – Early Childhood Associate	452	417	375	368
A5522B – Early Childhood/Teacher Associate	44	49	36	37
A5522A – Early Childhood/Special Education	6	1	0	2
A1010P – Elementary, Middle Grades and Special Education	57	29	8	5
Total	559	496	419	412

Source: 2002 Data Warehouse
NC Community College System Office

State Funding Source	State Funding Agency
NC Community College Grants	NC Community College System Office
NC Community College Loans	NC Community College System Office
NC Vocational Rehabilitation Grants	NC Division of Vocational Rehabilitation
NC Prospective Teachers Scholarships/Loans	NC Department of Public Instruction
Teacher Assistant Scholarship/Loan Program	NC Department of Public Instruction
NC Model Teacher Education Consortium Grants	NC Model Teacher Education Consortium
NC Veterans Scholarships	NC Division of Veterans Affairs
NC Student Incentive Grants (partial state funds)	NC State Education Assistance Authority
NCCCS Childcare Assistance Grants	NC Community Colleges System Office

Source: Student Development Services
NC Community College System Office

Reports to Joint Legislative Education Oversight Committee

-Henry L. Johnson, Associate Superintendent for Instructional and Accountability Services
-Louis M. Fabrizio, Director Division of Accountability Services

March 26, 2002

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Four Reports

- Objectives of the Testing Program
- Closing the Achievement Gap as a Component of the ABCs
- Proposed Policies and Changes in Policies for Testing Students with Disabilities
- Suspensions, Expulsions and Alternative Placements

Objectives of the Testing Program

- Consistent with 3 purposes in G.S. 155C-174.10
 - assure all HS graduates possess essential skills and knowledge
 - provide a means of identifying strengths and weaknesses in education process in order to improve instructional delivery
 - make system accountable to the public for results

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Questions to answer in the report

- Relationship between objectives and the tests currently administered
- Whether the current tests achieve the objectives
- Actions needed to coordinate objectives and tests more effectively
- Strategies for communicating objectives of the Program

Main Points

- Purposes and tests are interrelated
- Student Accountability Standards (SAS)
- Writing assessment revisions underway
- Exit Exam being developed
- Impact of federal legislation (Individuals with Disabilities Act-IDEA, testing limited English proficient (LEP) students, and No Child Left Behind)

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

No Child Left Behind

- Need to add science tests by 2007-2008
- Concern that End of Course tests will not meet the standards for high school accountability (based on negotiated rule-making committee deliberations), Exit Exam may not either
- Data collection concerns about high school graduation rates as an accountability component

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Closing the Achievement Gap

- Plan of Action
- Input sessions at conferences
- ABCs pilot study from 2000-2001
- Issues of growth vs. performance targets
- Report from NC Research Council (due April 15 to JLEOC)
- District vs. school

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Closing the Achievement Gap

- Impact of No Child Left Behind
 - school level
 - disaggregated groups must meet statewide targets
 - sanctions and rewards must be in place
 - impact on current ABCs (can schools get incentive awards but not make adequate yearly progress?)

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Proposed Policies for Testing Students with Disabilities

SBE shall:

- provide broad accommodations and alternate methods of assessment
- prohibit use of statewide tests as sole determinate for graduation and promotion
- provide parents with information about testing program and options for students with disabilities

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Impact of IDEA

- Numerous accommodations
- Alternate Assessments
- Role of Individualized Education Program (IEP) team

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Alternate Assessments

- NCAAP-North Carolina Alternate Assessment Portfolio for students with serious cognitive deficits following a functional curriculum as an extension of the NC Standard Course of Study (expect about 3,400 students)
- Revisions to scoring approved by SBE
- Results in ABCs for 2000-2001

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Alternate Assessments

- NCAAI-North Carolina Alternate Assessment Academic Inventory
- Checklist on curriculum benchmarks for students completed by teacher
- Expect about 15,000 students in 2001-2002
- Pilot program in 2000-2001
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STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

North Carolina Computerized Adaptive Testing System (NCCATS)

- Computer (Internet) based, secure website
- Uses same scale scores and achievement levels as standard tests
- Approximately 28,000 administrations expected in spring 2002
- Pilot program in 2000-2001
- Modifications to software and hardware
- Results in ABCs for 2001-2002

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Tests and Promotion Decisions

- Safeguards for students under Student Accountability Standards
 - retesting opportunities
 - use of standard error of measurement
 - review committee
 - principal makes final decision
- Students following Occupational Course of Study not required to pass Exit Exam

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Provide Parents with Information

- SBE Policy HSP-A-001
 - information on tests, uses and consequences
 - report scores
 - if graduation requirement, when remediation and retesting will occur

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Issues

- NC Alternate Assessment Portfolio tasks, scoring and reporting
- Algebra I exemption
- NC Computerized Assessment Testing System and retesting for Student Accountability Standards
- Clustering students with disabilities in certain schools

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Suspensions, Expulsions and Placements in ALPs

- Definitions listed on pages 2-3
- Long term suspensions and expulsions increased in 2000-2001
- Males, Blacks, students with disabilities, and Black males are over-represented in suspensions, expulsions and placements in ALPs.
- Ninth grade is most common grade for all three types of events

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Suspensions, Expulsions and Placements in ALPs

- Most common reason for these events is aggressive or undisciplined behavior
- Numbers for Charter Schools appear to be declining or holding steady in terms of trends
- Other results for Charters (subgroup differences etc.) largely mirror LEA results

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION

Issues

- Lack of consistent definitions
 - suspensions vs. ALP placement?
 - no uniform code of conduct
- Data collection problems
 - First time collecting information by individual student-mostly manually
- Additional analyses on short term suspensions (over 340,000 events) and academic performance of suspended students to follow

Issues

- Attempt to balance educational needs of students not committing infractions with the educational needs of the offending students
- Need for comprehensive prevention-oriented solutions

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-Henry L. Johnson, Associate Superintendent for Instructional and Accountability Services
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March 26, 2002

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DEPARTMENT OF PUBLIC INSTRUCTION

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Teacher Preparation: University of North Carolina Links with NC Community Colleges

Presented to the
Joint Legislative Education Oversight Committee

March 26, 2002

Office of the President
University of North Carolina

**Teacher Preparation:
University of North Carolina Links with NC Community Colleges**

Appalachian State University

**APPALACHIAN STATE UNIVERSITY AGREEMENTS WITH COMMUNITY COLLEGES
THROUGH THE APPALACHIAN LEARNING ALLIANCE**

Caldwell Community College & Technical Institute	Mayland Community College
Catawba Valley Community College	McDowell Technical Community
College	
Cleveland Community College	Surry Community College
Forsyth Technical Community College	Western Piedmont Community
College	
Isothermal Community College	Wilkes Community College

**UNDERGRADUATE TEACHER EDUCATION PROGRAMS OPERATIONAL ON THESE COMMUNITY
COLLEGE CAMPUSES AS OF JANUARY 2002**

Coursework Offered Spring, 2002

<u>Institution</u>	<u>Degree Program</u>
Caldwell Community College	BS/Elementary Education
Catawba Valley Community	BS/Middle Grades Education
Cleveland Community College	BS/Elementary Education
Isothermal Community College	BS/Elementary Education
Mayland Community College	BS/Elementary Education
Western Piedmont Community	BS/Special Education
Wilkes Community College	BS/Elementary Education

SUPPORT SERVICES AVAILABLE

- Students are provided toll-free telephone access to the main campus through the Office of Extension and Distance Education.
- An orientation with Appalachian representatives traveling to the campus site and explaining/demonstrating areas students will need to know is offered at the beginning of each program.
- An academic coordinator (faculty member within the department) is assigned to each program to assist in scheduling courses for the program as well as to respond to academic questions. Additionally, a program coordinator from the Office of Extension and Distance Education is assigned to each program in order to serve as a liaison between the student and main campus matters. The program coordinator ensures that off-campus student records are continuously tracked and that students are aware of their academic needs. This coordinator, also, responds to any student support requests, ensuring that off-campus students receive efficient and effective service.
- Students who will need to complete successfully the PRAXIS I are provided with LEARNING PLUS preparation booklets. (Certain community college campuses with LEARNING PLUS software in place have allowed Appalachian to purchase student accounts for the degree-completion students)

- All students have University computer accounts which afford them access to secured areas such as library subscription databases, their personal student account information (to register, check grades, make student account payments via credit card, etc.)
- Off-campus students are able to use computers on the host community college site.
- A full-time Distance Learning Librarian is available to assist faculty and students. Additionally, two part-time librarians are employed during the evening hours and on weekends to assist off-campus students who call or e-mail. Library resources, both electronic and on-site hard copy, are made available for each program. Students are able to use library resources at the site and may have articles faxed to them from the ASU library or mailed to them. (The off-campus students do not incur any charges for these library services; a postage-paid return mailer is made available for any books which are mailed to the student.)
- The respective community college and Appalachian work together in reporting financial aid hours for each student through a Consortium Agreement so that students who are concurrently enrolled in lower-level required courses through the community college during the degree-completion program will have all hours reported for financial aid purposes.
- The appropriated distance education needs-based aid is made available to those off-campus students who qualify.
- Textbooks from the University Bookstore are made available to undergraduate students either through distribution on the program site for the first term of the program or via mailings to the student's permanent address. During the academic year, many of the undergraduate textbooks are offered through the rental system and off-campus students are able to rent the texts at a rate of \$25 per book, per term. (Students in continuing programs are able to order their textbooks for upcoming terms by calling a toll-free number, e-mailing or faxing. Texts are mailed to the student along with the postage-paid media rate return label for rental books.)
- Periodic site visits are made by the academic coordinator and the program coordinator in order to answer questions and ensure that students are aware of program requirements.
- Off-campus students are given information regarding on-campus events (i.e., the Performing Arts series schedules, athletic schedules and special sessions related to their majors), and the campus newspaper is available to them via the website.

East Carolina University

East Carolina University is building PARTNERSHIP EAST which is a model designed to link the School of Education and particular programs to a network of community colleges throughout eastern North Carolina. NCCC President Martin Lancaster has expressed enthusiasm for the project.

- A meeting is scheduled with ECU and Craven Community College faculty and administrators on February 7, 2002. At the Craven CC site meeting consideration will be given to several programs in Curriculum & Instruction, Business, Vocational & Technical Education, and NCTEACH. They will also take a draft job description for a coordinator at that site, which will be advertised immediately. The goal is to have everything up and running by summer. Superintendents from surrounding counties, as well as representatives from the community colleges in those counties are also attending. Once the Craven site is operational, ECU will move to develop other sites. This network will be coordinated through the School Leadership Program office with George Williams being the contact person.

- The next priority will be with Nash Community College. Dean Sheerer has met with the NCC president and they are planning the organizational meeting this semester with the same compliment of ECU staff and NCC staff and area school superintendents.
- Martin Lancaster encouraged ECU to consider Manteo as the next site. And he concurred that either Wayne or Johnston County would be appropriate choices for the fourth site. President Lancaster has also encouraged ECU to consider a rotating model to other sites, other than the four, once they have the original sites in place.

Elizabeth City State University

ALBEMARLE REGIONAL TEACHER EDUCATION INITIATIVE

Elizabeth City State University is in the initial stages of discussing a collaboration with: The College of The Albemarle, along with the Camden, Currituck, Dare, Gates , Edenton-Chowan, Elizabeth City/Pasquotank and Perquimans County school systems with the goal to increase the number of certified public school teachers in Northeastern North Carolina.

Fayetteville State University

Articulation agreements have been established with all nine community colleges in the following FSU service area: Bladen County Community College, Southeastern Community College, Fayetteville Technical Community College, Central Carolina Community College, Sandhills Community College, Johnston Community College, Central Carolina Community College, Robeson Community College, and Sampson Community College.

Transfer credit templates have been developed and serve as guides for advising all students who transfer to Fayetteville State University.

- Fayetteville State University has a 2+ 2 Program with Fayetteville Technical Community College leading toward a B.S. Degree in Elementary Education.
- FSU Faculty and Staff collaborated with Fayetteville Technical Community College Faculty to develop a Birth through Kindergarten articulation agreement leading toward a proposed B.S. Degree in Birth through Kindergarten. FSU collaborated with Fayetteville Technical Community College in program planning, curriculum development, and Partnerships for Children initiatives.
- FSU has a 2+2 Program with Sampson Community College leading toward licensure in Elementary Education.
- FSU Faculty and Staff participate in advisement sessions with students at Bladen Community College, Fayetteville Technical Community College, and Sampson Community College.

- FSU Education faculty and staff participate in recruitment efforts at Fayetteville Technical Community College, Bladen Community College, Sampson Technical Community College and Lee Community College.
- The PRAXIS preparation course EDUC 211 will be taught on the campuses of Fayetteville Technical Community College and Sampson Community College.
- The following courses have been taught on the campuses of Fayetteville Technical College, Bladen Community College, and Sampson Community College:
 - EDUC 310 Foundations of Education
 - EDUC 330 Educational Psychology and Measurements
 - EDUC 340 Human Development
 - EDUC 450 Classroom Management
 - SPED 320 Education of the Exceptional Child
 - READ 320 Teaching Reading in Secondary Schools
- The School of Education will collaborate with Fayetteville Technical Community College by providing scholarships through Professional Educators for Tomorrow (PET) program.
- The School of Education collaborates with Fayetteville State University in recruiting students for the Professional Academic Training Highway Program (PATH), a program designed to recruit teacher assistants.
- Fayetteville Technical Community College and the School of Education will collaborate in sponsoring the First Annual Regional Job Fair, March 22-23, 2002.
- Fayetteville State University works very closely with community colleges to recruit teacher into the profession, with an emphasis on minorities. Special efforts have also been to recruit male students through an organization, Men in Education. The University will continue its effort to recruit students for the proposed B-K Program. The new Career Advisement Center staff will assist in recruiting and referring students for the teacher education program. The university is also committed to increasing the number of on-line courses during the evenings and on weekends.
- The School of Education will continue to advance articulation agreements with the community colleges and the sharing of faculty and support resources.

NC A&T State University

NCA&TSU The University has a 2+2 agreement that involves the College Transfer program. They also accept the introductory education foundations course from the community college. Therefore, students can transfer from any of the community colleges. Currently, five students who are enrolled in the elementary program transferred directly from the community college.

Faculty and students recently participated in the recruitment activity at Guilford Technical Community College to recruit teaching assistants. NCA&TSU works directly with a transfer

counselor at GTCC to ensure that students enroll in the appropriate courses that will transfer into one of the approved teacher education programs. Students also transfer to the B-K and Child Development programs.

NCA&TSU hosted all teaching assistants from Guilford County in December to determine how many would like to enroll in the teacher education program at A&T. They will work with GTCC to ensure that students can complete their course work.

North Carolina Central University

North Carolina Central University has received a "Teaching Matters, Quality Counts" federal grant in partnership with Durham Technical and Piedmont Community Colleges. The "Community College Counts" initiative awards Edmonds 2-year stipends. NCCU has set up Praxis Learning Plus Labs, hired teacher recruiters, and will teach the introductory class on campuses of community colleges to maintain visibility.

North Carolina State University

- The sophomore level class "Introduction to Science Teaching" is being offered through distance education to students at Carteret Community College simultaneously with the on-campus course; several times during the semester the class will originate from CCC. This course is the introductory course for teacher education programs in science.
- Through the CMAST program at Carteret Community College, CC students visit the NCSU campus twice a year for a 2-day trip; this includes appointments with NCSU program advisors and general transfer sessions.
- Advisors in the College of Education attend local CC transfer programs to advise students and academic advisors re NCSU programs in the College of Education.
- In Spring 2000 faculty and administrators from the College of Education at NCSU met with 10 CCs to create stronger relationships between NCSU and CC faculty.
- At the request of Martin Lancaster the College of Education and the Department of Adult and Community College Education has developed plans for the analysis of CC programs and services to local populations resulting in the realignment of CC services to local areas.
- The Distinguished Graduate Award in the Department of Adult and Community College Education (ACCE) has been given to CC faculty and presidents during each of the past three years
- The chair of ACCE meets at least annually with Martin Lancaster, President of the Community College System in order to develop courses appropriate for CC administrators and faculty.

University of North Carolina at Asheville

No articulation agreements are anticipated.

University of North Carolina at Chapel Hill

The School of Education of UNC-Chapel Hill is engaged in collaborations with community colleges, ranging from collaborative grants, distance education, and recruitment to informal person-to-person exchanges. Below is more information about these current collaborations and ideas for future connections.

U. S. Dept. of Education Grant, "Walking the Walk" Early Childhood Project with Community Colleges: Pamela Winton, Research Professor of Early Childhood, Family, and Literacy Studies, is conducting a project, Walking the Walk, funded through the U. S. Dept. of Education. The purpose of the project is to improve the recruitment, preparation, and support of culturally and linguistically diverse individuals working with young children in North Carolina. The basis of the project is campus-community partnerships, including partnerships between the university and community colleges. The project serves Durham, Chatham, Orange, Wake, Guilford, and Forsythe counties.

Joint Articulation Planning: The UNC-CH School of Education is interested in developing articulation programs with Durham Tech, Wake and Central Carolina Community Colleges in the Birth-Kindergarten Certification area.

Developing a Community College Virtual Classroom: During the spring and summer of 2000, LEARN NC, under the leadership of Executive Director, Jim Barber, met with the Distance Education Task Force of the community college system to consult on which course delivery system to use to help develop a community college virtual classroom. LEARN's technical development team met with the Distance Education Task Force several times that spring to discuss the merits of various course development tools available. LEARN NC also assisted the community college system with producing their first online course using the Blackboard course delivery tool hosted on a LEARN NC server. LEARN then assisted the community college system with procuring their own servers and software.

Community Colleges Training NC Teachers to Use the Resources of LEARN NC: In the spring of 1999, Governor Hunt met at Culbreth Middle School in Chapel Hill to see how LEARN NC is used in a school first-hand. At that event, Martin Lancaster, President of the NC community college system, indicated that the Community Colleges would help train the remaining 67,000 teachers in the state for LEARN NC. The Memorandum of Agreement between LEARN NC and the community college system for LEARN NC training to be offered at the 58 campuses of the community college system was announced at a Community College Presidents' meeting in June of 1999, and all present accepted the agreement. During the summer of 1999, LEARN NC trained 123 trainers at 46 of the 58 campuses. During the 1999-2000 academic year, 121 teachers were trained at community college campuses. Since that time, limited resources have curtailed the training effort; however, community colleges have revised some of their courses to include some elements of LEARN training.

Developing an Online Course for Community College Students: Terri Buckner, Clinical Instructor and Instructional Design Consultant, is working with the Frank Porter Graham Child Development Center on Project Contact, a grant project to design and develop a model online course for community college students enrolled in an early childhood literacy program. A model has been designed to mentor the four community college instructors being supported through the project, and a workshop will be held in December. The approach in this project is drastically different from the current design approach used by the community college system in that teachers are being mentored through a systematic design process and encouraged to collaboratively design the course so that it can be shared across campuses. The typical community college model is to identify a single instructor who is given Blackboard training for the purpose of placing his/her course materials online. The course will be offered for limited student participation beginning in January, 2002. The grant has provided 40 students with computers and Internet access.

Recruitment: The UNC-CH School of Education has established mutually beneficial linkages with community colleges in recruitment activities for our Elementary and Middle School Education Programs. Under the leadership of coordinators Rhonda Wilkerson and Suzanne Gulledge, the Elementary Education and Middle School Programs send recruitment posters and fliers to community colleges, including information on entrance requirements, financial aid, and special scholarships for teachers. Special efforts are made to convey appropriate information to the Transfer Coordinators at each community college, including information-sharing luncheons for Transfer Coordinators held by UNC-Chapel Hill. UNC-CH faculty participate in college fairs at community colleges. They also participate on a panel representing UNC-Chapel Hill professional schools that meets yearly with community college representatives to inform them of opportunities in UNC-CH programs for community college transfer students. UNC-CH faculty also meet individually with their counterparts in community college programs to discuss ways of working together to move community college transfer students into our Elementary and Middle School Programs.

University of North Carolina at Charlotte

UNC Charlotte, in collaboration with Central Piedmont Community College, has developed the Pre-Major Associate in Arts Articulation Agreement with UNC Charlotte in Child and Family Development; Elementary Education; Middle Grades Education; and Special Education.

- Advising templates have been developed for publication in the CPCC catalog.
- CPCC offers LearningPlus workshops to promote Praxis I test completion, with assistance from UNC Charlotte faculty.
- CPCC students are encouraged to enroll in the two introductory teacher education courses (EDUC 2100 and SPED 2100) as "Visiting Students" at UNC Charlotte while currently enrolled at CPCC; these introductory courses count toward the Associate in Arts degree and are prerequisites to admission to teacher education at UNC Charlotte.

- To facilitate enrollment in EDUC 2100 and SPED 2100, sections of these classes are offered in the evening and on Saturdays.
- A similar articulation agreement is currently being developed with Gaston College.

University of North Carolina at Greensboro

- The UNCG School of Education began articulation agreements in elementary education with community colleges in 1996. The SOE currently has articulation agreements in elementary education with 37 community colleges.
- The 2Plus Program allows community college graduates who hold the Associate of Applied Science degree in early childhood to transfer to UNCG to major in Elementary Education. 2Plus students must meet the same standards as all other UNCG students for official admission into the elementary education program. Admission is based on a minimum UNCG GPA of 2.75 for at least 12 semester hours and passing scores on the PPST.
- Students admitted to the 2Plus Program receive transfer credit based on the courses within their program. The Department of Curriculum and Instruction's 2Plus Transfer Guide lists the courses that are transferable. In addition, the UNCG Office of Undergraduate Admissions and the School of Education Student Advising and Recruitment Center conducts advising sessions at the community colleges.
- The SOE Department of Specialized Educational Services is currently in the middle stages of developing a 2Plus articulation agreement with Guilford Technical Community College. SES is also submitting a federal grant to recruit students from community colleges through a 2Plus agreement.
- In addition, the Department of Human Development and Family Services (in the School of Human Environmental Studies) has 2Plus agreements in birth-kindergarten with several community colleges. HDFS conducts a BK degree completion program at the Health Education Campus of Wake Technical Community College. Two courses are offered each semester (Fall and Spring) and are taught by UNCG faculty. The courses are delivered in a variety of forms (i.e. 'traditional' in person from 6:00 –9:00 pm in the evenings, web-based, web-enhanced, and video).

University of North Carolina at Pembroke

- UNC Pembroke has only officially signed an articulation agreement for BK with Fayetteville Technical Community College. UNCP teaches all of the BK major courses on that campus, in rotation. We have been assigned office space there and some of the faculty teach as adjunct in our program on the UNCP and RTCC campuses. The relationship has been a very good one.

UNCP does not offer the remaining elective courses on the RTCC campus. Students can do some basics, some major, but after the 60-hour ceiling, they must come to the UNCP campus. We are looking at ways to offer elective courses on the RTCC campus.

- UNCP tried to sign a similar agreement with Robeson Community College. However, the RCC Vice Chancellor did not believe all of their early childhood faculty met SACS requirements – as we need them to (in-field degree plus 18 hours). We will continue to work with RCC in a collaborative manner – just not for an articulation agreement on BK. UNCP is offering 2-5 North Carolina Model Teacher Education Consortium courses on the RCC campus per semester.
- South Piedmont Community College, formerly Anson Community College, has asked UNCP to come there and offer the Elementary and BK programs. Currently, UNCP is offering one course per semester to provide a service and to show our willingness to collaborate. For the immediate future, UNCP we will only offer 3-4 courses, total, to apply to Elementary Education.
- UNCP is offering the Master's of Elementary Education courses at Sandhills Community College, primarily for Moore County Schools.
- Moore County wants UNCP to deliver the MSA at Sandhills as soon as we have program approval.
- UNCP is offering the Reading Education Master's at Montgomery County – really at a school site, not the community college.
- UNCP is offering the Elementary Education program at Richmond Community College – the entire program. Students take their general education courses at RCC, and UNCP offers the major and the academic concentration – in History only – on a rotation basis.

University of North Carolina at Wilmington

The Watson School of Education at the University of North Carolina at Wilmington has collaborative efforts underway with five community colleges in southeastern North Carolina: Coastal Carolina Community College (Jacksonville); Cape Fear Community College (Wilmington); Brunswick Community College (Shallotte); Southeastern Community College (Whiteville); and James Sprunt Community College (Kenansville)

At Coastal Carolina Community College, UNCW operates an Extension Program which includes the B.A. degree in Elementary Education, and licensure courses in Secondary English, Secondary Social Studies, and Education of Young Children (B-K). An onsite advisor is available for student assistance, and orientation and advising sessions are conducted each semester. Students are able to order books and conduct all university business such as preregistration, library searches, etc. via the web. Praxis I and II registration and study materials are available to the students onsite. In addition, UNCW has just initiated content area courses students need to be delivered on line in the component areas of Social Studies and English and Elementary Education.

UNCW has offered introductory education courses such as Educational Psychology and Instructional Design on the campus of James Sprunt Community College. The Coordinator of Student Services and the Associate Dean for Academic Programs are invited to talk to introductory courses at Cape Fear Community College and Brunswick Community College in order to provide information on admissions to UNCW and requirements for teacher education. Contacts with academic advisors are maintained with Coastal, Cape Fear, Sprunt, Southeastern, and Brunswick.

The Watson School is finalizing a formal coalition designed to streamline the collaboration among these institutions and enable education majors to transfer as seamlessly as possible. Articulation agreements already exist with these community colleges for basic studies, and additional specifications such as in the area of education of young children are in process using innovative competency-based evaluation rather than course completion. Additional 2 + 2 programs are being explored to replicate at community college sites. Praxis study programs are being put in place (Plato) to assist our students desiring to enter education.

UNCW also has a collaborative master's program with ECU on the campus of Coastal Carolina Community College. This program leads to the master's degree in Elementary Education. In addition, UNCW is collaborating with UNC-Pembroke and Fayetteville State University on the NC TEACH program, and is the host site for Summer, 2002.

Western Carolina University

Carolina Alliance for Transfer Students:

Western Carolina University in collaboration with 11 community colleges in Western North Carolina has established the Carolina Alliance for Transfer Students (C.A.T.S.) to enhance educational opportunities in North Carolina.

Partnering with WCU in the C.A.T.S. program are Asheville-Buncombe Technical Community College, Blue Ridge Community College, Caldwell Community College, Catawba Valley Community College, Haywood Community College, Isothermal Community College, Mayland Community College, McDowell Technical Community College, Southwestern Community College, Tri-County Community College, and Western Piedmont Community College.

The program initiatives include:

- 1) Articulation agreements that provide a seamless transfer of credit from North Carolina community college associate degree programs towards completion of a bachelor's degree in a timely manner.
- 2) Distance-learning partnerships that increase access to certificate and degree programs for place-bound residents.
- 3) Collaborative professional development activities for faculty and staff.

Western has developed articulation agreements with community colleges in the region providing a seamless transition to Western for students completing an associate degree. Agreements have been finalized or are in progress that articulate Western's programs in Birth-Kindergarten

(licensure), Elementary Education, and Middle Grades Education. WCU plans, in the near future, to develop articulation agreements that lead to a B. S. Ed. in Science Education.

WCU accepts EDUC 116 from area community colleges as a substitute for EDCI 231 (Historical, Social and Philosophical Foundations of Education), an action that often saves transfer students from an additional semester of work at the university. Further, WCU collaborates with regional community college instructors in developing the syllabus for EDU 116 to ensure its alignment with the WCU conceptual framework and eases the transition into Western's Teacher Education program.

Distance Education Programs:

Another initiative to address the need for qualified teachers in the region and state, Western Carolina University is pursuing opportunities to partner with the North Carolina Community College system to provide distance education programs to community colleges so that place-bound students can earn a four-year degree and a teaching license without having to travel to Western's campus.

WCU currently has distance education programs at regional community colleges in the following teaching areas:

McDowell Community College	B. S. Ed.	Birth-Kindergarten
Tri-County Community College	B. S. Ed.	Birth-Kindergarten
Macon Program for Progress	B. S. Ed.	Birth-Kindergarten
Blue Ridge Community College	B. S. Ed.	Birth-Kindergarten
Mayland Community College	B. S. Ed.	Birth-Kindergarten
Western Piedmont Community College	B. S. Ed.	Birth-Kindergarten
Tri-County Community College	B. S. Ed.	Elementary Education

WCU plans to provide distance education programs at regional community colleges in the following teaching areas effective Fall Semester 2002:

McDowell Community College	B. S. Ed. Elementary Education
Blue Ridge Community College	B. S. Ed. Elementary Education
Western Piedmont Community College	B. S. Ed. Middle Grades Education

WCU is beginning to plan distance education programs at regional community colleges in the following teaching areas effective Fall Semester 2003:

Gaston Community College (proposed)	B. S. Ed. Birth-Kindergarten
Caldwell Community College (proposed)	B. S. Ed. Birth-Kindergarten
Blue Ridge Community College (proposed second cohort)	B. S. Ed. Birth-Kindergarten

Support Activities

- Students in distance education teacher education programs are provided a face-to-face orientation at the community college site to which the distance-education program is delivered.
- A person from the local community in which the program is being delivered is hired on a part-time basis to act as a recruiter, advisor, and resources person for teacher education students.

- PRAXIS workshops are available to students in the distance education programs.
- Meetings of the WCU/Community College Faculty Partnership bring together faculty in similar disciplines to identify ways to more seamlessly link community college curricula with Western's. The first partnership meeting was December 7, 2001, at A-B Tech and brought together Early Childhood faculty from eight community colleges in the region and Western's Birth-Kindergarten faculty.
- Both distance education students and the directors of early childhood education programs (from cohort 1 and cohort 2) serve on the WCU Birth-Kindergarten Advisory Council. Their feedback was the initiation for moving toward two program concentrations.
- Western faculty members visit community colleges in the region to speak to classes, advise teacher education students, and collaborate with faculty regarding teacher education programs.
- The Office of Continuing Education and Summer School maintains two web sites. The main home page for CESS provides potential teacher education students information on each of the distance learning programs. The requirements for admissions, the courses and other program information are available on the home page of the website. Students may complete the request for information form and an application packet will be sent. The <http://online.wcu.edu> web site provides information to students currently enrolled in a distance-learning program. The web site covers administrative basics, program information, orientation materials, student services, library services, technical support, instructional support and other information as needed by students. Since our adult learners may need services after the typical 8 - 5 p.m. work hours, we maintain this site to assist students in gathering answers to general questions.
- WCU is also planning to place EDCI 231 (Historical Social, and Philosophical Foundations of Education) on-line so that interested community college students can take the courses at their convenience.

Winston-Salem State University

Winston-Salem State University has reciprocity agreements with the following community colleges.

- Alamance Community College
- Davidson Community College
- Forsyth Technical Community College
(WSSU has the largest number of transfer students from this institution)
- Rowan-Cabarrus Community College
- Stanley Community College
- Surry Community College
(We presently have Birth-Kindergarten and Special Education 2+2 programs at this site).
- Physical Education Lateral Entry program is offered through Web, Web-assisted, and traditional delivery format.

NC Model Teacher Education Consortium

The North Carolina Model Teacher Education Consortium is a collaborative partnership of 45 school systems, 10 colleges and universities, 27 community colleges, and the North Carolina Department of Public Instruction, which have joined together to address the critical shortage of teachers in Northeastern (then) and Eastern (now) North Carolina. By making teacher education programs and college courses both accessible and affordable, the Consortium is growing a pool of its own teachers who have very strong roots in the geographic area. With financial and geographic barriers removed, employees of a school system who never had the opportunity to become teachers are now able to do so.

A summary of the results of the program through the 2000-2001 academic year indicates that:

- 4,349 participants have successfully completed at least one college course with assistance from the NCMTEC.
- As of 12/10/00, 75% of all Consortium participants from 1989-2000 remained employed in NC school systems.
- 84 teacher assistants and clerical staff members will have completed undergraduate teacher education degrees and licensure through NCMTEC programs by May 15,2001.
- 273 participants have completed a graduate degree with assistance from the NCMTEC: 184 are teachers; 77 are administrators; and 12 are guidance counselors, media coordinators, and school psychologists.
- 184 lateral entry teachers completed the State's employment eligibility requirement of 6 hours of college credit/year through consortium-sponsored courses during the fall 2000 and spring 2001 semesters.
- 404 teachers earned a continuing license with assistance from NCMTEC programs.

Six UNC institutions are now part of the NC Model Teacher Education Consortium that works in a variety of ways to recruit teacher assistants and other school employees into teaching: East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Central University, the University of North Carolina at Pembroke, and the University of North Carolina at Wilmington. Private/Independent Colleges and Universities involved with NCMTEC are Barton College, Campbell University, Chowan College, and NC Wesleyan College, They also work with NC-MTEC to meet the licensure needs of many lateral entry teachers; those numbers are imbedded in the totals above.

These six UNC institutions are delivering most of their courses on Community College campuses, specifically: Alamance Community College, Beaufort Community College, Bladen Community College, Brunswick Community College, Cape Fear Community College, Central Carolina Community College, Coastal Carolina Community College, College of The Albemarle, Craven Community College, Edgecombe Community College, Fayetteville Technical Community College, Halifax Community College, James Sprunt Community College, Johnston Community College, Lenoir Community College, Martin Community College, Nash Community College, Piedmont Community College, Richmond Community College, Roanoke-Chowan Community College, Robeson Community College, Sampson Community College, Sandhills Community College, Southeastern Community College, Vance-Granville Community College, Wayne Community College, and Wilson Technical Community College.

Teacher Assistant Scholarship Fund

§ 116-209.35

Report to
Joint Education Oversight Committee
North Carolina General Assembly
March 26, 2002

Steven E. Brooks
North Carolina State Education Assistance Authority

Calendar

- Consultation with UNC, DPI, Community Colleges, and Model Teacher Education Consortium, October - December, 2001
- Policy development and approval by Board of Governors of UNC, January, 2002
- Publicity efforts by SEAA, January - March, 2002
- 2001-2002 selection made - March, 2002 (continuing)
- 2002-2003 selection process - May, 2002 (May 1 application deadline)

Program Highlights

- Full time employment as teacher assistant in NC public schools
- North Carolina residency
- Enrolled in at least 6 semester hours per term funded at a four year institution
- Awards of \$1,600 per term - towards tuition, fees, and related educational expenses
- Must earn at least 12 semester hours per year to be considered for renewal

2001-2002 Academic Year Publicity Progress Report

Applications and program information to :

- State school superintendents (with request to distribute to HR directors and principals for dissemination to teacher assistants)
- Licensure officers at all four year colleges offering teacher education in North Carolina
- Financial aid administrators at all colleges in North Carolina
- DPI program recipients
- Model Teacher Education Consortium participants

2001-2002 Scholarships

- 137 recipients thus far - \$502,400
- 151 applications in process

2001-2002 Scholarship Recipients

- 38% are full time & 62% are half time students (all are full time employees as teacher assistants)
- 56% attend public & 44% attend private universities or colleges
- 32% are minority students

26.3% African
68% White

26.3 African American
.15 Hispanic/Latino
.007 Native American
1 multi-racial
.029 unspecified 1

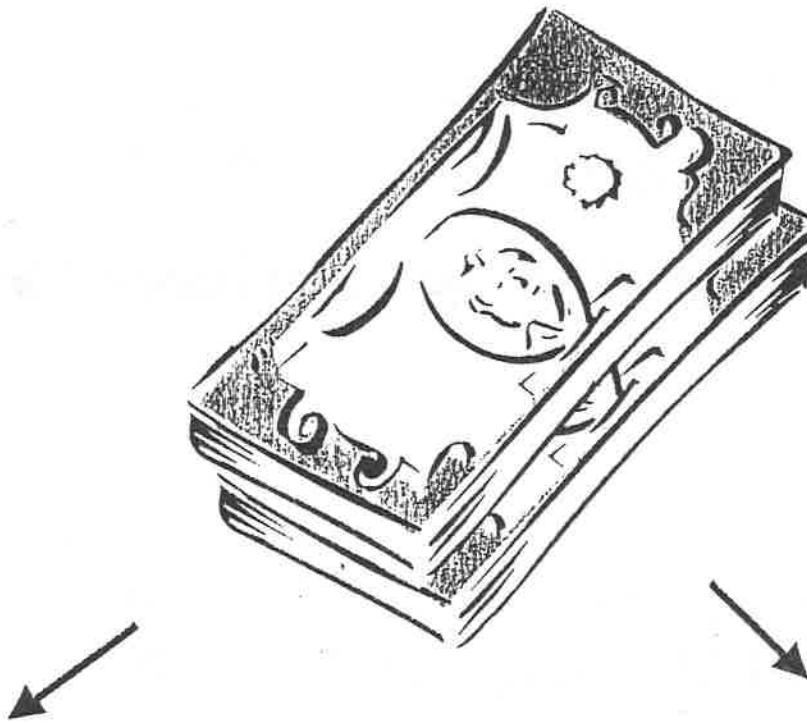
Home Counties of Recipients



Yellow = current recipients
Blue = applications in process

2002-2003 Scholarships

- All advised that renewal is not automatic; must apply annually
- Priority to current recipients and transfers from community college program
- Applications available on line and on paper
- Over 200 applications on hand now; May 1 deadline for on-time consideration



**Teacher
Assistant
Scholarship
Loan**

**Teacher
Assistant
Scholarship
Fund**

History of Teacher Assistant Scholarship Loan

1993 – Prospective Teacher Scholarship Loan Fund is amended to allow the Superintendent of Public Instruction to earmark up to 20% of funds for \$1,200 loans to teacher assistants

1996 – The Superintendent could further earmark a portion of the funds for 2-year awards to students at community colleges pursuing skills that were useful in public schools

2001 - \$1 million appropriation to increase funds for loans and the award increased from \$1,200 to up to \$3,500 for courses that lead to certification

History of Teacher Assistant Scholarship Fund

2001 - \$1 million appropriation to provide scholarships for teacher assistants pursing a teaching degree at a college

Comparison of 2 Teacher Assistant Awards

	Teacher Assistant Scholarship Loan	Teacher Assistant Scholarship Fund
Amount of Award	<p>Up to \$3,500 annually</p> <p>\$1,000 for fall semester; \$1,000 for spring semester; up to \$1,500 for full summer session (Maximum award amount of \$14,000.)</p>	<p>Up to \$4,800</p> <p>\$1,600 for fall semester; \$1,600 for spring semester; up to \$1,600 for full summer</p>
Criteria for awarding	<p>Employed full-time as teacher assistant w/at least 1 year of experience</p> <p>Enrolled in approved 2-year degree program</p> <p>NC resident</p> <p>Can't already hold a teacher license</p> <p>Endorsed by superintendent</p>	<p>Employed full-time as teacher assistant</p> <p>Enrolled in an accredited bachelors degree program</p> <p>NC resident</p> <p>Can't already hold a teacher license</p> <p>Endorsed by principal</p>

	Teacher Assistant Scholarship Loan	Teacher Assistant Scholarship Fund
Renewal requirements	Recipient must have earned 12 semester hours between Sept. 1 and Aug. 31 and maintained a minimum cumulative 2.5 GPA.	Recipient must have earned 12 semester hours between Sept. 1 and Aug. 31 and met the satisfactory academic progress requirements of the enrolling institution
Payback requirements	Recipients are required to work for one year in a public school, including charter schools, for each year of assistance they received. If the recipient defaults on the loan, then the amount of assistance received plus interest is due.	None

TWO-YEAR TEACHER ASSISTANT SCHOLARSHIP LOAN

Scholarship Awards:

The Teacher Assistant Scholarship Loan (TASL) provides \$3500 annually to full-time teacher assistants who are attending a NC community college to pursue a program of study leading to teacher licensure. It can provide up to \$1200 annually for those students seeking an early childhood associates degree or a two-year degree in "other skills" of use in the NC public schools. The program is funded by the NC General Assembly and administered by the Department of Public Instruction (DPI).

Eligibility:

The Two-Year Teacher Assistant Scholarship Loan program is designed for individuals currently employed full-time in the public schools of North Carolina as teacher assistants in a K-12 instructional area with a minimum of one year experience as a teacher assistant, and individuals previously employed in the public schools of North Carolina as teacher assistants in a K-12 instructional area with a minimum of five years full-time experience as a teacher assistant, whose teacher assistant position was eliminated. In addition to these employment and experience requirements, applicants must be legal residents of North Carolina, not hold teaching licensure, be admitted to a North Carolina community college to pursue an approved program of study, and have at least a 2.5 cumulative grade point average on all previous community college/college university work.

The Requirements:

Recipients must remain employed full-time as teacher assistants in an instructional area while pursuing a two-year degree. Recipients must annually complete 12 semester hours within the period of September 1 through August 31 and maintain a cumulative grade point average of 2.5 to remain eligible for continuation. Scholarship recipients are obligated to work one year in a North Carolina public/charter school for each year of assistance they receive. Pay back for four years may occur over a three-year period if the recipient is employed in a school system designated as low-performing or on warning status at the time the recipient accepts employment with the school. Recipients who do not fulfill their obligation are required to repay the value of the assistance received plus interest.

Exhibit B

PTSL and TASL Initial Awards and Scholars Still in School

PTSL				TASL			
Year	Initial Awards	Students Still in School	Amt of Scholarship	Year	Initial Awards	Students Still in School	Amt of Scholarship
1957	301		350				
1958	370		350				
1959	338		350				
1960	405		350				
1961	564		350				
1962	604		350				
1963	709		350				
1964	740		350				
1965	546		350				
1966	630		350				
1967	871		350				
1968	658		600				
1969	1,176		600				
1970	554		600				
1971	581		600				
1972	470		600				
1973	503		600				
1974	403		600				
1975	237		900				
1976	187		900				
1977	72		900				
1978	81		900				
1979	97		900				
1980	120		900				
1981	152		900				
1982	144		1,500				
1983	89		1,500				
1984	189		2,000				
1985	205		2,000				
1986	204		2,000				
1987	318		2,000				
1988	254		2,000				1990/1991
1989	200		2,000				First Year
1990	208		2,000	1990	119		of Program
1991	229		2,000	1991	67		1,200
1992	352		2,000	1992	81		1,200
1993	213		2,000	1993	0		1,200
1994	221		2,000	1994	15		1,200
1995	333	3	2,000	1995	18		1,200
1996	226	8	2,500	1996	26		1,200
1997	406	138	2,500	1997	44	5	1,200
1998	300	97	2,500	1998	36	9	1,200
1999	240	188	2,500	1999	80	28	1,200
2000	129	128	2,500	2000	78	78	1,200
2001	105	374	2,500	2001	95	175	1,200
TOTALS:		936				295	

Exhibit C

**NC DEPARTMENT OF PUBLIC INSTRUCTION
SCHOLARSHIP LOAN SERVICES
2 YEAR TEACHER ASSISTANT SCHOLARSHIP LOAN RECEPIENTS
ACTIVE, PENDING, INACTIVE
2001-2002**

<u>CONGRESSIONAL DISTRICT</u>	<u>SEX</u>	<u>RACE</u>
1	2 male 4 female	2 minority 4 white
*TOTAL: 6		
2	0 male 8 female	4 minority 4 white
*TOTAL: 8		
3	0 male 10 female	3 minority 7 white
*TOTAL: 10		
4	0 male 5 female	4 minority 1 white
*TOTAL: 5		
5	1 male 16 female	7 minority 10 white
*TOTAL: 17		
6	0 male 8 female	2 minority 6 white
*TOTAL: 8		
7	0 male 4 female	2 minority 2 white
*TOTAL: 4		
8	0 male 4 female	2 minority 4 white
*TOTAL: 4		
9	0 male 4 female	1 minority 3 white
*TOTAL: 4		
10	0 male 11 female	3 minority 8 white
*TOTAL: 11		
11	2 males 17 female	0 minority 19 white

***TOTAL: 17**

12

1 male
10 female

3 minority
8 white

***TOTAL: 11**

TOTAL: 95

6 male
89 female

33 minority
62 white

NC DEPARTMENT OF PUBLIC INSTRUCTION
 HUMAN RESOURCE MANAGEMENT-TEACH. ED./PERSONNEL SEC.
 SCHOLARSHIP LOAN SERVICES
 PROG: SCHAP2RP RUN: 03/25/2002

Exhibit D

2 YEAR TASL - NUMBER OF APPLICANTS BY RACE AND SEX
 2002/2003 SCHOOL YEAR

<u>CONG_DIST</u>	<u>RACEA</u>	<u>SEX</u>	<u>SOC_SEC_NO</u>	<u>PPCON</u>
1	MINORITY	F	93	61.18
	MINORITY	M	6	3.95
	WHITE	F	51	33.55
	WHITE	M	2	1.32
*TOTAL	1		152	100.00
2	MINORITY	F	7	38.89
	WHITE	F	11	61.11
*TOTAL	2		18	100.00
3	MINORITY	F	27	42.86
	WHITE	F	36	57.14
*TOTAL	3		63	100.00
4	MINORITY	F	4	57.14
	WHITE	F	3	42.86
*TOTAL	4		7	100.00
5	MINORITY	F	1	7.69
	WHITE	F	11	84.62
	WHITE	M	1	7.69
*TOTAL	5		13	100.00
6	MINORITY	F	2	28.57
	WHITE	F	4	57.14
	WHITE	M	1	14.29
*TOTAL	6		7	100.00
7	MINORITY	F	8	50.00
	WHITE	F	8	50.00
*TOTAL	7		16	100.00
8	MINORITY	F	1	20.00
	WHITE	F	4	80.00
*TOTAL	8		5	100.00
9	WHITE	F	7	100.00
*TOTAL	9		7	100.00
10	MINORITY	F	3	25.00



NC DEPARTMENT OF PUBLIC INSTRUCTION
HUMAN RESOURCE MANAGEMENT-TEACH. ED./PERSONNEL SEC.
SCHOLARSHIP LOAN SERVICES
PROG: SCHAP2RP RUN: 03/25/2002

2 YEAR TASL - NUMBER OF APPLICANTS BY RACE AND SEX
2002/2003 SCHOOL YEAR

<u>CONG_DIST</u>	<u>RACEA</u>	<u>SEX</u>	<u>SOC_SEC</u>	<u>NO</u>	<u>PPCON</u>
10	WHITE	F		9	75.00
*TOTAL 10				12	100.00
11	MINORITY	F		2	15.38
	WHITE	F		11	84.62
*TOTAL 11				13	100.00
12	MINORITY	F		6	50.00
	WHITE	F		5	41.67
	WHITE	M		1	8.33
*TOTAL 12				12	100.00
TOTAL				325	*****



TESTING

How did we get to where we are?

- ❖ Standard Course of Study & Content Standards
- ❖ Standardized Tests
- ❖ High School Competency Test
- ❖ PBAP (aka SB 2) -- System-Based Accountability
- ❖ End-of-Grade & End-of Course Tests
- ❖ ABC's – School-Based Accountability
- ❖ Student Accountability Standards
- ❖ Changing requirements for the high school diploma
- ❖ High School Graduation Test

What were some of the recent concerns or problems?

- ❖ Too many tests
- ❖ Inappropriate use of tests
- ❖ Children with limited English proficiency
- ❖ Children with disabilities
- ❖ Apparent minority achievement gap ^{too}
- ❖ Last year's problems with ~~too high~~ cut scores on the Math tests
- ❖ Retention fears with last year's fifth grade class
- ❖ Federal requirements

too high pass rate

How did the General Assembly react?

- ❖ Fairness in Testing Provisions Sec. 28.17 of Budget Bill
- ❖ Closing the Achievement Gap Provisions Sec. 28.30 of Budget Bill

Three Reports

(1) *Objectives for Statewide Testing Program (Sec. 28.17(j))*

- ❖ **Question to be answered:** What are the objectives for the State testing program and how are these objectives related to the tests currently administered?
- ❖ **Issues raised by the report:**
 - Are there too many tests? If so, are there any that could be eliminated?
 - How do they connect to the tests that will be required under the federal No Child Left Behind legislation? Will additional tests be required?
 - Is the combination of end-of-course tests balanced across subject areas?
 - Could the graduation exam be replaced with a battery of end-of-course tests?

(2) *Closing the Achievement Gap as a New Component in Measuring Educational Growth for the ABC's (Sec. 28.30(b))*

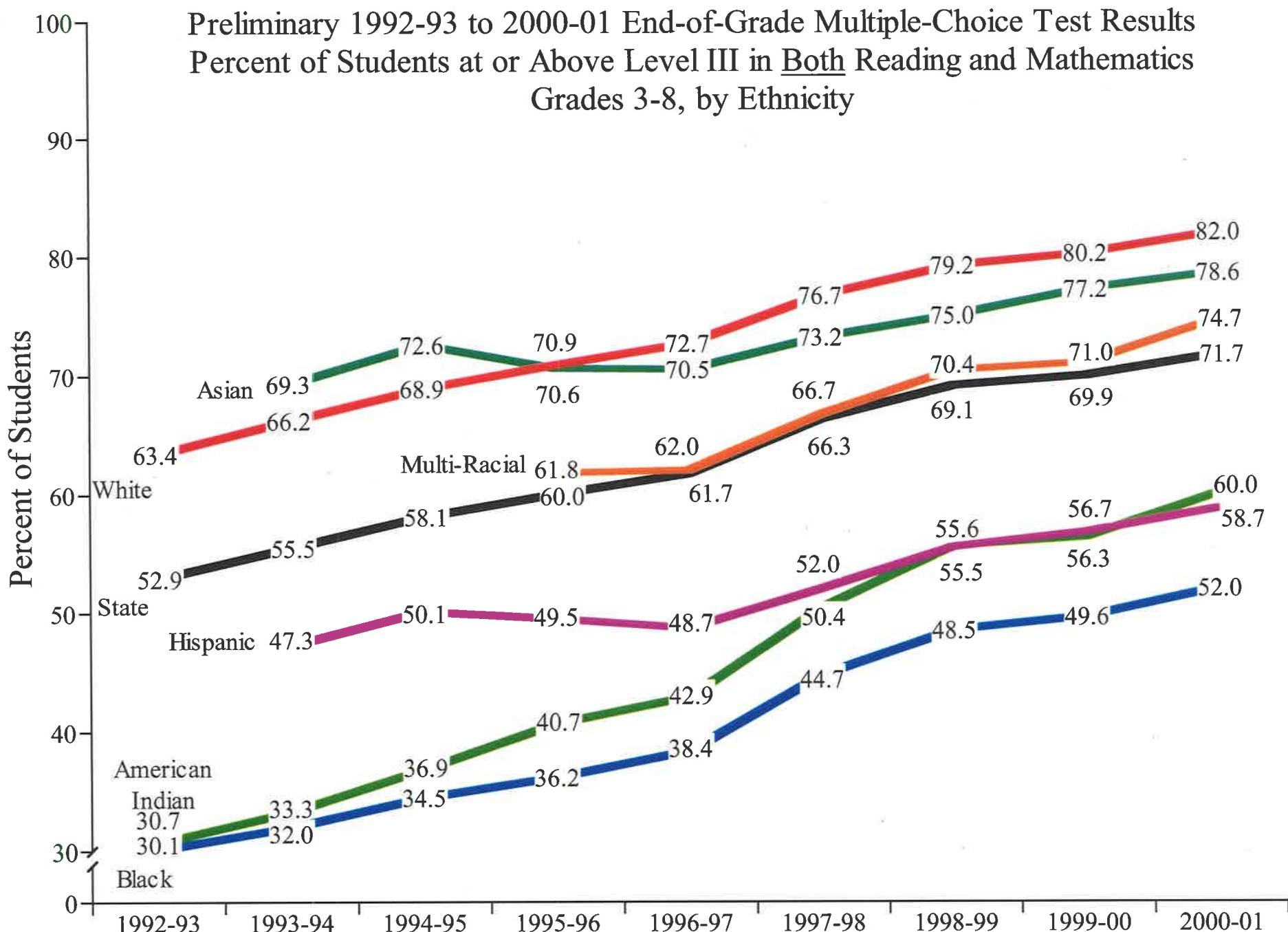
- ❖ **Question to be answered:** What is the State Board's plan for including the measurement of closing the achievement gap in next year's calculations for measuring educational growth in student performance for each school?
- ❖ **Issues raised by the report:**
 - What issues are being considered?
 - Can this be done in time for the next school year?
 - How does the federal No Child Left Behind legislation affect this?

(3) *Proposed Policies and Proposed Changes for Policies for Testing Students with Disabilities (Sec. 28.17(f))*

- ❖ **Question to be answered:** How has the Board changed its policies on testing students with disabilities? What changes does the Board propose?
- ❖ **Issues raised by the report:**
 - Have new testing accommodations been added recently?
 - Are these students' test results used to determine the ABCs status of individual schools? Should they be?
 - How many or what percent of students with disabilities are able to take end-of-grade or end-of-courses with their peers?
 - What are the implications of the federal No Child Left Behind legislation for testing these students?
 - Can this Committee be assured that these students will not be barred from grade promotion or receiving a diploma solely on the basis of a State test?

ABBREVIATIONS/ACRONYMS THAT MAY BE USED

ADA	Federal law requiring accommodations for persons with disabilities – even if they do not require special education. Sometimes referred to as Section 504.
EOC	End-of-course test (used for certain high school subjects).
EOG	End-of-grade test (used in grades 3-8).
ESEA	Also known as Title I. Currently refers to new federal No Child Left Behind legislation.
IDEA	Federal law requiring the provision of special education and related services to students with disabilities.
IEP	Individualized Education Program – required for all students who are eligible for special education under IDEA.
NAEP	National Assessment of Educational Programs – uses a sample of students to compare their math and reading achievement nationally.
NCAAAI	NC Alternate Assessment Academic Inventory – a checklist to evaluate student performance in reading, math, and writing.
NCAAP	NC Alternative Assessment Portfolio – used by teachers to assess students using a year-long portfolio process.
NCCATS	NC Computerized Adaptive Testing System – uses a computer to assess student performance in reading and math by selecting test questions from EOG test item pool.



Notes: *N counts equal the number of students at or above level III in both reading and mathematics for 2000-01. Previous years are comparable.

Asian and Hispanic results were not reported in 1992-93. Multi-Racial results were not reported in 1992-93, 1993-94, and 1994-95.

Data received from LEAs and charter schools after August 2001 are not included in this figure.

FAIRNESS IN TESTING PROGRAM
S.L. 2001-424, Sec. 28.17

SECTION 28.17.(a) The State Board of Education shall provide the Joint Legislative Education Oversight Committee with a detailed analysis of the current resources allocated to meet the needs of all students subject to the Statewide Student Accountability Standards, and in addition, shall submit recommendations regarding other resources that would best assist students in meeting these new standards.

SECTION 28.17.(b) G.S. 115C-288(a) reads as rewritten:

"(a) To Grade and Classify Pupils. - The principal shall have authority to grade and classify pupils except a pupils. In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interests of the pupil. The principal shall not make the decision solely on the basis of standardized test scores. If a principal's decision to retain a child in the same grade is partially based on the pupil's scores on standardized tests, those test scores shall be verified as accurate.

A principal shall not require additional testing of a student entering a public school from a school governed under Article 39 of this Chapter if test scores from a nationally standardized test or nationally standardized equivalent measure that are adequate to determine the appropriate placement of the child are available."

SECTION 28.17.(c) G.S. 115C-47 is amended by adding a new subdivision to read:
"§ 115C-47. Powers and duties generally.

In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty:

...
(39) To Adopt Policies Related to Student Retention Decisions. -- Local boards shall adopt policies related to G.S. 115C-45(c) that include opportunities for parents and guardians to discuss decisions to retain students."

SECTION 28.17.(d) The State Board of Education shall study the benefits of providing students' parents or guardians with copies of tests administered to their children under the Statewide Testing Program. The Board shall also consider the costs of maintaining the integrity and reliability of the tests if such a policy is implemented. The Board shall report the results of this study to the Joint Legislative Education Oversight Committee by March 31, 2002.

SECTION 28.17.(e) Part 3 of Article 8B of Chapter 115C of the General Statutes is amended by adding the following new section to read:

"§ 115C-105.41. Students who have been placed at risk of academic failure; personal education plans.

Local school administrative units shall identify students who have been placed at risk for academic failure. Identification shall occur as early as can reasonably be done and can be based on grades, observations, State assessments, and other factors that impact student performance that teachers and administrators consider appropriate, without having to await the results of end-of-grade or end-of-course tests. At the beginning of the school year, a personal education plan for academic improvement with focused intervention and performance benchmarks shall be developed for any student not performing at least at grade level, as identified by the State end-of-grade test. Focused intervention and accelerated activities should include research-based best practices that meet the needs of students and may include coaching, mentoring, tutoring, summer school, Saturday school, and extended days. Local school administrative units shall provide these activities free of charge to students. Local school administrative units shall also

provide transportation free of charge to all students for whom transportation is necessary for participation in these activities.

Parents should be included in the implementation and ongoing review of personal education plans."

SECTION 28.17.(f) G.S. 115C-174.12(a) reads as rewritten:

"(a) The State Board of Education shall review the tests being administered through State and local testing programs and shall select the tests that it believes are necessary to provide the best measures of the levels of academic achievement attained by students in various subject areas. The State Board of Education shall also establish policies and guidelines necessary for minimizing the time students spend taking tests administered through State and local testing programs and for otherwise carrying out the provisions of this Article. The State Board of Education's policies regarding the testing of children with disabilities shall (i) provide broad accommodations and alternate methods of assessment that are consistent with a child's individualized education program and section 504 (29 U.S.C. § 794) plans, (ii) prohibit the use of statewide tests as the sole determinant of decisions about a child's graduation or promotion, and (iii) provide parents with information about the Statewide Testing Program and options for students with disabilities. The State Board shall report its proposed policies and proposed changes in policies to the Joint Legislative Education Oversight Committee prior to adoption."

SECTION 28.17.(g) Schools shall devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.

SECTION 28.17.(h) Students in a local school shall not be subject to field tests or national tests during the two-week period preceding the administration of the end-of-grade tests, end-of-course tests, or the school's regularly scheduled final exams. No school shall participate in more than two field tests at any one grade level during a school year unless:

- (1) That school volunteers, through a vote of its school improvement team, to participate in an expanded number of field tests; or
- (2) The State Board of Education makes written findings, based on information provided by the Department of Public Instruction, that an additional field test must be administered at that school to ensure the reliability and validity of a specific test.

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.

SECTION 28.17.(j) The State Board of Education shall develop and report to the Joint Legislative Education Oversight Committee on its objectives for the Statewide Testing Program and on the implementation of that Program. The report shall include:

- (1) A statement of the relationship between these objectives and the tests currently administered under the Program;***
- (2) An analysis of whether the current tests appropriately achieve these objectives;***
- (3) A statement of any actions that may be needed to coordinate the objectives and the tests more effectively; and***
- (4) Strategies for communicating the objectives of the Program, the tests administered under the Program, and the relationship between these objectives and tests to principals, teachers, parents, and students throughout the State.***

SECTION 28.17.(k) Subsections (b) and (e) of this section become effective December 1, 2001.

CLOSING THE ACHIEVEMENT GAP
S.L. 2001-424, Sec. 28.30

SECTION 28.30.(a) G.S. 115C-105.35 reads as rewritten:
"§ 115C-105.35. Annual performance goals.

The School-Based Management and Accountability Program shall (i) focus on student performance in the basics of reading, mathematics, and communications skills in elementary and middle schools, (ii) focus on student performance in courses required for graduation and on other measures required by the State Board in the high schools, and (iii) hold schools accountable for the educational growth of their students. To those ends, the State Board shall design and implement an accountability system that sets annual performance standards for each school in the State in order to measure the growth in performance of the students in each individual school. For purposes of this Article, beginning school year 2002-2003, the State Board shall include a 'closing the achievement gap' component in its measurement of educational growth in student performance for each school. The 'closing the achievement gap' component shall measure and compare the performance of each subgroup in a school's population to ensure that all subgroups as identified by the State Board are meeting State standards."

SECTION 28.30.(b) The State Board of Education shall report its plan to include measurement of "closing the achievement gap" in educational growth in student performance for each school to the Joint Legislative Education Oversight Committee by January 15, 2002.

SECTION 28.30.(c) G.S. 115C-105.27 is amended by adding a new subdivision to read:

"(1a) Shall, if the school serves students in kindergarten or first grade, include a plan for preparing students to read at grade level by the time they enter second grade. The plan shall require kindergarten and first grade teachers to notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade. The plan may include the use of assessments to monitor students' progress in learning to read, strategies for teachers and parents to implement that will help students improve and expand their reading, and provide for the recognition of teachers and strategies that appear to be effective at preparing students to read at grade level."

SECTION 28.30.(d) The State Board is encouraged to consider whether there are any standards or other criteria from kindergarten, first grade, and second grade that could be included in the State's assessment of a school's performance and growth for the purpose of the School-Based Management and Accountability Program. If the Board identifies any appropriate standards or criteria that could be included, it is encouraged to do so.

SECTION 28.30.(e) G.S. 115C-12 is amended by adding a new subdivision to read:

"§ 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:

...

(30) Duty to Adopt Model Guidelines and Policies for the Establishment of Local Task Forces on Closing the Academic Achievement Gap. – The State Board shall adopt a Model for local school administrative units to use as a guideline to establish local task forces on closing the academic achievement gap at the discretion of the local board. The purpose of each task force is to advise and work with its local board of education and administration on closing the gap in academic achievement and on developing a collaborative plan for achieving that goal. The State Board shall consider the recommendations of the Commission on Improving the Academic Achievement of Minority and At-Risk Students to the 2001 Session of the General Assembly in establishing its guidelines."

SECTION 28.30.(f) G.S. 115C-12(27) 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:

...
(27) Reporting Dropout Rates and Expelled Students, Rates, Suspensions, Expulsions, and Alternative Placements. – The State Board shall report annually to the Joint Legislative Education Oversight Committee and the Commission on Improving the Academic Achievement of Minority and At-Risk Students on the numbers of students who have dropped out of school, been suspended, been expelled, or been placed in an alternative program. The data shall be reported in a disaggregated manner and be readily available to the public. The State Board shall not include students that have been expelled from school when calculating the dropout rate. The Board shall maintain a separate record of the number of students who are expelled from school."

SECTION 28.30.(g) Section 15.1(b) of S.L. 1999-395 reads as rewritten:

"(b) Initial appointments to the Commission shall be made before September 15, 1999. The first meeting of the Commission shall be held no later than October 15, 1999. Terms on the Commission are for two years and begin on the convening of the General Assembly in each odd-numbered year. Members may complete a term of service on the Commission even if they do not seek reelection or are not reelected to the General Assembly, but resignation or removal from service in the General Assembly constitutes resignation or removal from service on the Commission."

SECTION 28.30.(h) Section 15.5 of S.L. 1999-395 reads as rewritten:

"Section 15.5. The Commission shall make an interim report of its findings and recommendations to the General Assembly not later than the convening of the 2000 Regular Session of the 1999 General Assembly. The Commission shall submit to the General Assembly a final report of its findings and recommendations of this study not later than the convening of the 2001 General Assembly. The Commission shall make an interim report to the Joint Legislative Education Oversight Committee and to the General Assembly by April 1, 2002. The Commission shall submit a final report of its findings and recommendations to the

Joint Legislative Education Oversight Committee and to the General Assembly by January 10, 2003. Upon filing its final report, the Commission shall terminate."

SECTION 28.30.(i) The Commission, as reauthorized under this section, shall, in addition to its other responsibilities, determine the extent to which additional fiscal resources are needed to close the academic achievement gap and keep it closed. The Commission shall report its findings under this section to the 2002 Regular Session of the 2001 General Assembly.

Audit of North Carolina's State Testing Program
Southern Regional Education Board (SREB) December 2001

BACKGROUND

As the result of concerns over the apparently too high cut-scores used with the new mathematics end-of-grade (EOG) tests in May 2001, the State Board of Education appointed an audit panel. The Board asked the panel to review the State's accountability and student assessment programs. SREB provided oversight. This summarizes the audit panel's findings and recommendations.

CONCLUSIONS

- ❖ The Board, General Assembly, and Governor should be recognized for their support for the variety of approaches, including testing and accountability, to raise the achievement of all students.
- ❖ The current testing framework of end-of-grade tests in grades 3-8 and end-of-course tests in high school is an appropriate structure for testing and accountability. It has contributed significantly to the State's gains in student achievement as reflected in the National Assessment of Education Progress and other external measures.
- ❖ These primary factors contributed to the recent problems with the mathematics test:
 - The implementation timetable was too short and no time was available for a structured review of results to ensure technical accuracy.
 - New tests and new purposes for testing were added faster than resources and staff were added.
 - Major changes were made too frequently to content standards.
 - Inadequate communication to, and direct involvement of, the Board in setting testing and accountability standards.
- ❖ DPI's testing and accountability staff is dedicated and hard-working. But the staff is overextended and the turnover rate is too high.
- ❖ The assessment program is not funded adequately.
- ❖ There are significant concerns about the planned graduation test. It is likely to be challenged in court.
- ❖ Maintaining the integrity of the testing and accountability program absolutely requires dedicating sufficient resources, appropriate timelines, adequate oversight, and the involvement of key policy-makers.

FINDINGS

EOG Assessment Program

- ❖ NC does (primarily DPI) more test design, development, validation, scoring, psychometric analyses, and reporting than other states. This is less costly for NC.
- ❖ Locals have faster access to test results than other states.
- ❖ DPI does not have timely access to data and cannot perform complete quality control checks.
- ❖ NC law requires curriculum changes on a five-year renewal cycle, with concurrent test revisions.

General Testing and Accountability

- ❖ Financial resources available to DPI for the assessment operations are inadequate to meet the goals of the testing and accountability program. NC's testing program budget is \$11-12 million annually. Florida and Texas each have budgets greater than \$50 million and have high school graduation tests and more students to test.
- ❖ Staffing levels at DPI are inadequate for the scope of work to do. There are too few people who work long hours. This probably resulted from the increased number of tests, the need to update current tests, the number of charter schools, and changes in the ABC's model. There also has been high turnover. This will threaten the accuracy of the data.
- ❖ The typical timeline for test development is approximately three years.
- ❖ Tests used in NC are for high stakes purposes, which means students must be given due process. Students must be given time to prepare for new promotion and graduation requirements and the State must demonstrate that the tested content has been taught.
- ❖ Much program critical information is only in the minds of individual experts.

General Decision-Making

State testing programs can vary, and the current NC program may or may not meet the State's needs for the next decade.

Key Groups

- ❖ The groups involved in the planning and decision-making of test development and standard-setting lack a clear definition of roles and responsibilities. For example, both DPI and the State Board may have advisory boards or groups. These advisory groups may give conflicting advice.
- ❖ The organizational culture may prevent the collection and distribution of full information. In particular, it appears that the Board was informed inadequately about key technical and operational issues related to the mathematics cut scores.
- ❖ Policy makers must understand that testing is a technical science as well as the art of making choices and compromises. Policy decisions made with the best

information available at the time must not be viewed as irreversible if better or more comprehensive information becomes available.

Technical Quality and Clarity of Information

The short implementation timetable was one of the most important factors contributing to difficulties related to the provision of inadequate information.

Oversight of Testing and Accountability

- ❖ No regular and systematic approach to external review of testing, standard-setting, and other important aspects of accountability is in place.
- ❖ The establishment of performance standards for individual students and schools require more timely involvement of the Board.

RECOMMENDATIONS

EOG Assessment Program

- ❖ DPI should develop a plan for addressing intended changes in curriculum expectations so the curriculum changes may be coordinated properly with changes in the tests.
- ❖ DPI should document the various stages of test development and adopt those procedures as policy.
- ❖ All test development and implementation projects should be accompanied with detailed timelines that reveal the intended and unintended consequences for all major decisions related to meeting or not meeting deadlines.
- ❖ If districts continue to provide the scoring services, then arrangements should be made to obtain a representative data set and review it for accuracy before they complete the scoring and reporting operation.

General Testing and Accountability

- ❖ The State should conduct a review to determine how additional resources can be provided to support the statewide assessment program.
- ❖ Position reclassifications and higher salaries for critical positions, as well as additional positions, may be necessary to support the statewide assessment program.
- ❖ Increase availability of funds for outside contracts.
- ❖ Major curriculum revisions should occur in eight to ten year cycles, rather than every five years.
- ❖ DPI should review its curriculum and assessment organizations to create a firm chain of command and to assign responsibilities. Assessment operations and needs should be paramount.
- ❖ DPI should consider out-sourcing test development and implementation functions. Contracts should be three to five years in length.

- ❖ Convene an advisory committee to review the legal defensibility of the State testing program. This committee should include attorneys with knowledge of testing issues and state assessment personnel who have been engaged in testing litigation.
- ❖ DPI should initiate plans to provide quality control separate from the activities of test support contractors. Statistical and scoring work must be verified independently.
- ❖ Routinely produced documentation of all major aspects of the testing program is essential
- ❖ Continuity plans should be developed to protect the testing program against the losses of experience and historical knowledge that occur with staff turnovers.
- ❖ DPI could allow its Technical Advisory Committee to meet more frequently, particularly when changes are anticipated. DPI should consider expanding the membership to include input from people who are not state contractors to ensure the provision of independent advice.

General Decision-Making

- ❖ Align standards of test quality with those of national professional testing organizations.
- ❖ Review laws and policies to determine whether they clearly state the purposes of the State's testing program. The design and funding of the testing and accountability programs should reflect these purposes.
- ❖ Establish a process for the Board and the public to review performance standards. This process should include complete information, adequate time, and a variety of stakeholders.
- ❖ Review major court cases concerning large-scale student testing programs in order to determine whether NC's program can be defended if challenged.
- ❖ Make technical quality, reliability, and validity a high priority.
- ❖ Schedule periodic, external reviews by psychometric experts to ensure quality test development and standards.
- ❖ Establish reasonable timetables for test development and standard-setting.
- ❖ Plan carefully at both the State and local levels for major changes in the testing program.
- ❖ The General Assembly should clarify the statutory provision that limits field-testing. All testing programs must be able to gather representative data through field-tests and statistically evaluate new test questions.

Key Groups

- ❖ Regular, independent oversight and review of certain test development and standard-setting aspects should be considered a part of the process.
- ❖ State Board actions should be based on complete and accurate information with thorough recognition of the consequences of policy decisions.
- ❖ Laws and policies should outline the process and responsibilities of parties involved in standard-setting and test development.

- ❖ Establish responsibilities for advisory groups.
- ❖ Establish process standards for testing, standard-setting, and accountability that apply to DPI staff, the Superintendent, and Board. These standards should help agency staff to provide professional advice that fully informs policymakers of the impact of their decisions.

Technical Quality and Clarity of Information

- ❖ Establish realistic approaches for compiling and using test results.
- ❖ Establish priorities for information that are considered most necessary for the Board's decision-making.
- ❖ Develop regular methods for communicating appropriate information to local educators, policy makers, and other interested parties.

Oversight of Testing and Accountability

- ❖ There should be occasional independent reviews of tests and standard-setting processes.
- ❖ Policy-makers should have regular opportunities to see how the testing and standard-setting process works
- ❖ Efforts need to be made to help legislators understand how the system can be improved and what resources are necessary to make those improvements.

North Carolina Testing Program (2001-2002)¹
State Board of Education

Grade Level	Reading	Math	Social Studies	Science	Writing	Other
3	EOG and Grade 3 Pretest ²	EOG and Grade 3 Pretest ²				NC Alternate Assessments ⁴
4	EOG	EOG			Narrative	NC Alternate Assessments ⁴
5	EOG	EOG				NC Alternate Assessments ⁴
6	EOG	EOG				NC Alternate Assessments ⁴
7	EOG	EOG			Expository	NC Alternate Assessments ⁴
8	EOG	EOG				NC Alternate Assessments ⁴
						Computer Skills ⁵
9	English I ³	Algebra I ³	ELPS ³	Physical Science ³		Competency Test ⁶
10		Geometry ³		Biology ³		
11		Algebra II ³	US History ³	Chemistry ³		
12				Physics ³		

¹ Tests currently administered as part of the North Carolina Testing Program are located in the shaded boxes. Field tests may be administered annually in selected subjects and grades at randomly selected sites. North Carolina students also participate in the National Assessment of Educational Progress (NAEP), the PSAT, the SAT, and the ACT.

² The grade 3 pretest is administered during the first three weeks of school; the end-of-grade tests are administered during the last three weeks of school. The locally-selected test dates must be on consecutive school days.

³ The end-of-course tests are administered where the courses are taught within the final 10 days of school (or the equivalent for alternative schedules).

⁴ Students with disabilities who do not participate in the grade 3 pretest, the end-of-grade tests, or the writing assessment (grades 4 and 7) must be administered a state-mandated alternate assessment. Currently the state-mandated alternate assessments are the North Carolina Alternate Assessment Academic Inventory (a curriculum-based checklist) and the North Carolina Alternate Assessment Portfolio for students with serious cognitive deficits.

⁵ Students entering the eighth grade in 1996-97 (Class of 2001) and beyond must meet the proficiency standard on the computer skills multiple-choice and performance tests as a graduation requirement. A student with a disability must meet the computer skills proficiency standard as stated in the Individual Education Program (IEP) if the student is following the Occupational Course of Study.

⁶ The competency tests (new) in reading and mathematics are required for all students entering the ninth grade in 1994-95 and beyond.

Report to the
Joint Legislative Education
Oversight Committee on
Senate Bill 1005 Section 28.17 (j)

February 2002



Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Office of Instructional and Accountability Services

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**Report to the Joint Legislative Education Oversight Committee
On
Senate Bill 1005 SECTION 28.17. (j)**

Background

SECTION 28.17. (j) states that the State Board of Education shall develop and report to the Joint Legislative Education Oversight Committee on its objectives for the Statewide Testing Program and on the implementation of that Program. The report shall include:

- (1) A statement of the relationship between these objectives and the tests currently administered under the Program;
- (2) An analysis of whether the current tests appropriately achieve these objectives;
- (3) A statement of any actions that may be needed to coordinate the objectives and the tests more effectively; and
- (4) Strategies for communicating the objectives of the Program, the tests administered under the Program, and the relationship between these objectives and tests to principals, teachers, parents, and students throughout the State.

Report

The State Board of Education Report is as follows:

The State Board of Education's objectives for the North Carolina Statewide Testing Program are consistent with the three purposes of the Statewide Testing Program specified in General Statute 115C-174.10.

Objective One

The first objective is to provide assurance that all high school graduates possess those essential skills and knowledge thought to be necessary to function as productive members of society. The Board believes that it has the responsibility to set forth specific, clear content standards that are measurable and send a clear message of what students should know and are able to do. The Board also believes that its required content standards are to provide assurances that every child completing a public education in the State has had ample opportunity to access and learn the basic skills that provide the foundation for learning and success at each level of schooling and especially upon graduation from high school. Although the Board focuses its emphasis on the content standards in the basic skills areas of reading, writing, and mathematics, it expects that specified content standards in other areas such as science, social studies including citizenship and history, computer skills, health, physical education, workforce development, and the arts be integrated into the delivery of the high priority disciplines.

The Board believes that it must provide the appropriate checkpoints at each level along each student's educational career. Its emphasis on administering end-of-grade (EOG) tests in the areas of reading and mathematics at the end of each grade in grades 3-8 provides such checkpoints and assurance that students are progressing through the grades appropriately and are learning the required competencies. A check of student writing skills in primary school at grade 4, again in middle school at grade 7, and again in high school at grade 10 provides additional assurance in the students' ability to communicate their ideas and thoughts in written form.

The Board has adopted and implemented the Student Accountability Standards (SAS) to provide a level of assurance that this objective is being met. By implementing the SAS, the Board uses the EOG tests to check and monitor student progress in primary school, in middle school, and it uses graduation tests in high school. These State checks using the EOG tests in reading and mathematics in grades 3, 5, and 8 ensure that students who are not progressing appropriately can be identified early so that the appropriate intervention can be implemented to assist students in realizing their potential and making progress toward acquiring the essential skills. In addition, the Board has expanded the State graduation requirements to include demonstration of computer skills proficiency and demonstration of proficiency in reading and mathematics on the high school competency tests. In response to General Statute 115C-12 (9b), the Board is in the process of developing an eleventh grade high school exit exam that is scheduled for initial implementation at the end of the 2003-04 school year as a graduation requirement for the graduates of 2005. The exit exam, a higher level test of essential skills acquired by the end of the eleventh grade, will replace the current competency tests in reading and mathematics.

Objective Two

The State Board of Education's second objective is also consistent with the second purpose of the Statewide Testing Program as specified in the General Statute 115C-174.10 which is to provide a means of identifying strengths and weaknesses in the education process in order to improve instructional delivery. The Board has chosen to continue to use the end-of-grade, end-of-course, and other North Carolina-developed curriculum-based tests to ensure that the assessments are aligned to state mandated content standards and yet at the same time provide some level of alignment with national standards as measured by the National Assessment of Educational Progress (NAEP). The Board's process for test development ensures that specialists in key department areas such as content, testing, English as a Second Language (ESL), and students with disabilities specialists are involved in the process along with classroom teachers. This group of experts works collaboratively to ensure that the tests are valid for the purposes of measuring the specified competencies for all students regardless of their program of study. The tests are designed using a test blueprint that provides as broad a breadth of coverage of the content standards at the specified grade and subject as the tests can measure.

In response to the 1997 revised federal Individuals with Disabilities Education Act (IDEA), the Board implemented a system of alternate assessments for students with disabilities effective with the 2000-01 school year. The alternate assessments ensure access and participation of all students in the Statewide Testing Program. The system includes a portfolio for students with serious cognitive deficits and an academic inventory (checklist) for students who are being taught competencies specified in the content standards in the areas of reading and mathematics and writing regardless of whether the student is working on or off-grade level in the specified content area.

The reports of student performance on the tests provide information about the strengths and weaknesses of the instructional delivery at each level—classroom, school district, and subgroups such as ethnicity and gender. This information is not only used for program evaluation but is also used by school improvement teams and other state and local curriculum staff as one of the strategies in working with schools identified as low performing or not making adequate annual progress. Due to the test administration time constraints, the curriculum-based tests are not sufficient in length (number of test questions) to provide extensive diagnostic information at the individual student level. However, individual student reports for students and parents are provided that give the student's scale score achieved in each content area, the student's general performance on the content strands for each content area, and the student's overall achievement level performance in each content area.

Objective Three

The State Board of Education has as its final objective for the Statewide Testing Program a means for making the education system at the State, local, and school levels accountable to the public for results. This objective is also consistent with the purpose of the Statewide Testing Program as specified in the General Statute 115C.174.10. Per General Statute 115C-105.20 (School-Based Management and Accountability Program), all tests included in the North Carolina Statewide Testing Program currently are included in the ABCs Accountability Program or plans are underway to include the tests in the accountability program once sufficient data are available. Locally-generated accountability reports are required in which schools report their performance on the tests in The Statewide Testing Program along with other indicators to their local community in addition to the state-generated reports issued annually reporting each school's ABCs accountability status.

Other Pertinent Information

(1) The relationship between the State Board of Education objectives and the tests currently administered under the Statewide Testing Program is as follows:

Objective	Tests in Statewide Testing Program
1. Assurance That Graduates Have Necessary Skills	<p>End-of-Grade Tests Grades 3-8</p> <ul style="list-style-type: none">▪ Reading▪ Mathematics <p>End-of-Course Tests</p> <ul style="list-style-type: none">▪ Algebra I▪ English I▪ Physical Science▪ Biology▪ U. S. History▪ Economics, Legal, and Political Systems (ELPS)

	<p>Computer Skills Proficiency Tests</p> <ul style="list-style-type: none"> ■ Multiple-choice ■ Performance <p>Alternate Assessments</p> <ul style="list-style-type: none"> ■ Academic Inventory <ul style="list-style-type: none"> ■ Reading ■ Mathematics ■ Writing ■ Portfolio <p>Writing Assessments</p> <ul style="list-style-type: none"> ■ Grade 4 ■ Grade 7 ■ Grade 10 <p>High School Competency Tests</p> <ul style="list-style-type: none"> ■ Reading ■ Mathematics
2. Improve Instructional Delivery	<p>End-of-Grade Tests Grades 3-8</p> <ul style="list-style-type: none"> ■ Reading ■ Mathematics <p>End-of-Course Tests</p> <ul style="list-style-type: none"> ■ Algebra I ■ English I ■ Physical Science ■ Biology ■ U. S. History ■ Economics, Legal, and Political Systems (ELPS) ■ Algebra II ■ Geometry ■ Chemistry ■ Physics <p>Writing Assessment</p> <ul style="list-style-type: none"> ■ Grades 4 ■ Grade 7 ■ Grade 10 <p>Alternate Assessments</p> <ul style="list-style-type: none"> ■ Academic Inventory <ul style="list-style-type: none"> ■ Reading ■ Mathematics ■ Writing ■ Portfolio <p>Computer Skills Proficiency Tests</p> <ul style="list-style-type: none"> ■ Multiple-choice ■ Performance
3. Accountability	<p>Grade 3 Pretests</p> <ul style="list-style-type: none"> ■ Reading ■ Mathematics <p>End-of-Grade Tests Grades 3-8</p> <ul style="list-style-type: none"> ■ Reading ■ Mathematics <p>End-of-Course Tests</p> <ul style="list-style-type: none"> ■ Algebra I ■ English I ■ Physical Science ■ Biology ■ U. S. History ■ Economics, Legal, and Political Systems (ELPS) ■ Algebra II ■ Geometry

	<ul style="list-style-type: none"> ▪ Chemistry ▪ Physics <p>Writing Assessments</p> <ul style="list-style-type: none"> ▪ Grade 4 ▪ Grade 7 ▪ Grade 10 (When data are available) <p>Alternate Assessments</p> <ul style="list-style-type: none"> ▪ Academic Inventory (Effective 2001-02) <ul style="list-style-type: none"> ▪ Reading ▪ Mathematics ▪ Writing ▪ Portfolio <p>Computer Skills Proficiency Tests</p> <ul style="list-style-type: none"> ▪ Multiple-choice ▪ Performance <p>Competency Tests</p> <ul style="list-style-type: none"> ▪ Reading ▪ Mathematics
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The Board has observed significant gains in student performance since the initial implementation of the current structure of the North Carolina Statewide Testing Program and the ABCs Accountability Program. The percent of students statewide performing at level III and above in both reading and mathematics has increased from 52.9 percent in 1992-93 to 71.7 percent in 2000-01.

- (2) The Board believes that the current tests serve to achieve the objectives of the Statewide Testing Program. The writing assessments at grades 4, 7, and 10, which are presently undergoing revision, will be included in the school-based accountability program first, in the performance composite and later, in both the growth and performance composites as sufficient data become available to support a data-based accountability algorithm. The assessments included in the Statewide Testing Program are constantly undergoing evaluations and revisions to ensure that they are appropriate for the established objectives and legislated purposes. The Board has also supported the implementation of a state-sponsored classroom assessment initiative to enhance information gathering at the building level and to provide a means of more frequent checks at the classroom level, as appropriate, to ensure that students are learning. A classroom assessment item bank has been developed for grades 3, 5, and 8 and selected high school courses. The assessment items are aligned with the content standards in reading and mathematics and are designed to provide teachers with formative and summative information on individual student performance as well as groups of students.
- (3) The Board believes that no actions are needed at this time to coordinate its objectives and the tests more effectively. Recent reductions in the Statewide Testing Program due to budget constraints reduced some tests that had been implemented to support the Board objectives such as the high school comprehensive test in reading and mathematics at grade 10 (high school growth in reading and mathematics for the purpose of school accountability) and the open-ended assessments at grades 4 and 8 (to improve instructional delivery). The Board believes the existing tests currently included in the program and the objectives of the program are aligned.

The Board is concerned, however, about the actions that may be needed at this time and in the future to coordinate the objectives and the tests in the Statewide Testing Program with objectives and mandates of the federal reauthorization of the ESEA (No Child Left Behind) legislation. The ESEA legislation mandates that by 2005-06 states develop and annually administer reading and mathematics assessments for grades 3-8 which we are well-positioned to do since the current end-of-grade testing component of the Statewide Testing Program fulfills this requirement.

Among the other requirements of the ESEA bill that concerns the Board is the requirement to administer academic assessments in reading and mathematics in one grade in each grade span 3-5 (EOG tests do this), 6-9 (EOG tests do this), and 10-12 (our area of concern). Previously, the high school comprehensive test in reading and mathematics fulfilled this requirement; but, the general use of this test was discontinued as a statewide grade 10 assessment effective with the 2001-02 school year due to budget constraints.

In addition, the ESEA bill requires that states implement science assessments by the 2007-08 school year in one grade in each grade span of 3-5, 6-9, and 10-12 (the Biology EOC test may meet this requirement.). Currently the objectives and requirements of the North Carolina Statewide Testing Program do not include end-of-grade tests in science in any of the grade spans 3-8. This presents an area of concern for the Board due to constrained resources. Although the ESEA bill provides funding to the states, a continuing concern is the need for additional staff in the area of testing and accountability.

(4) The Board's objectives for the Statewide Testing Program are widely communicated to principals, teachers, parents, and students throughout the State using every possible medium. Although department staff cutbacks of recent years have severely limited the resources available in this area, the Board, supported by the department's staff, has been resourceful in its efforts to disseminate the Board's objectives for the Statewide Testing Program. The Board uses the State Board of Education and Department of Public Instruction Websites, printed documents such as test administrators manuals, ABCs reports, testing results reports, superintendent's weekly messages, electronic announcements such as informationals for principals and teachers are used to convey messages about the Board's objectives for the Statewide Testing Program.

The Board believes that student learning has been enhanced and supported by the focus and thrust of the North Carolina Statewide Testing Program.