

**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE  
AGENDA**

**FEBRUARY 4, 2004, 10:00 A.M., ROOM 544 LOB**

Representative Yongue, presiding

**10:00 Welcome and Introductions**

**10:10 – 11:30 Education Initiatives Between Secondary Schools & Higher Education (Behind Tab 4)**

*Authorizing Legislation*

Dr. Shirley Iorio, Committee Policy Analyst

*Education Cabinet Report on Activities to create cooperative innovative education initiatives between secondary schools and higher education*

JB Buxton, Governor's Education Advisor

Dr. Tony Habit, Executive Director, New Schools Project

*North Carolina examples of cooperative innovative education initiatives between secondary schools and higher education*

Dr. George Norris, Superintendent, Nash-Rocky Mount Schools

Dr. Katherine Johnson, President, Nash Community College

Fay Agar, Principal, Nash-Rocky Mount Middle College High School

Sandy Drum, Community Relations, Nash-Rocky Mount Schools

Barbara Zwadyk, Instructional Improvement Officer, Guilford County Schools

Debra Barham, Instructional Improvement Officer, Guilford County Schools

Tony Burks, Principal, Early College at Guilford

Wayne Tuggle, Principal, Middle College at Guilford Technical Community College

**11:30 – 12:30 UNC Enrollment Growth (Behind Tab 5)**

*Authorizing Legislation*

Sara Kamprath, Committee Policy Analyst

*Report*

Dr. Alan Mabe, Vice President for Academic Planning, UNC Office of the President

*Perspective from a Focused Growth Institution*

Chancellor Harold L. Martin, Sr.

Winston-Salem State University

**12:30 – 1:30 Lunch Break**

(continued on next page)

**1:30 – 2:30            More at Four Pre-Kindergarten Program (Behind Tab 6)**

*Authorizing Legislation*

Sara Kamprath, Committee Policy Analyst

*Report*

Dr. Carolyn Cobb, Director

**2:30 – 3:15            NC Wise (Behind Tab 7)**

Michael E. Ward, State Superintendent of Public Instruction

Robert L. Powell, State Controller

Dr. Bob Bellamy, Associate Superintendent, Accountability and Technology Services/Chief Technology Officer, DPI

**3:15 – 4:00            ExplorNet (Behind Tab 8)**

Mr. Dave Boliek, Executive Director

Susan Herring, NBPTS Certified Instructor for Centers for Quality Teaching & Learning

Harold Brewer, Senior Vice President of Programs, former Montgomery County Superintendent

**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**  
**AGENDA**  
**FEBRUARY 5, 2004, 9:00 A.M., ROOM 544 LOB**  
Representative Yongue, presiding

**9:00 Welcome**

**9:10 Student Achievement & Accountability Issues (Behind Tabs 9, 10, 11, 12)**

- Introduction, Background and History  
Ms. Robin Johnson, Committee Counsel
  
- NC Funding History  
Mr. Adam Levinson, Fiscal Analyst
  
- Where is the State now?  
Mr. Lou Fabrizio, Director, Accountability Services, DPI  
Dr. Elsie Leak, Associate Superintendent for Curriculum & School Reform Services, DPI
  
- What are the perspectives of two LEAs?  
Winston-Salem/Forsyth County Schools  
Dr. Alice Wilson, Director, Accountability Services  
Weldon City Schools  
Dr. Kathi Gibson, Superintendent





**NORTH CAROLINA GENERAL ASSEMBLY  
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE  
2003-2004**

**CO-CHAIRS:**

**REPRESENTATIVE DOUGLAS YONGUE  
REPRESENTATIVE ROBERT GRADY  
SENATOR A.B. SWINDELL**

**FISCAL RESEARCH STAFF**

Charlotte Todd  
Adam Levinson  
Kristine Leggett

**COMMITTEE STAFF**

Robin Johnson  
Dee Atkinson  
Sara Kamprath  
Shirley Iorio  
Drupti Chauhan

**DRAFT  
Minutes**

**February 4, 2004**

---

The Joint Legislative Education Oversight Committee met on Wednesday, February 4, 2004 at 10:00 am in Room 544 of the Legislative Office Building. The following members were present: Co-Chairs: Representative Yongue and Representative Grady; Legislative Members: Representatives Bell, Insko, Jeffus, Pate, Sauls, Tolson, and Warner as well as Senators Dorsett, Garwood, Moore, Rucho, and Stevens. Committee staff present included: Robin Johnson, Shirley Iorio, Sara Kamprath, Dee Atkinson and Drupti Chauhan along with Fiscal Research Staff: Adam Levinson and Kristine Leggett. Committee Assistants present included Anne Wilson and Katie Stanley. The Agenda and Visitor Registration Sheets are both attached and incorporated into these minutes as **attachments 1 and 2**.

At 10:00 am, Co-Chair Douglas Yongue called the meeting to order. Prior to announcing the meeting's speakers and presenters, Chairman Yongue announced the appointment of Senator A. B. Swindell, in the place of Senator Steve Metcalf who has recently resigned. Chairman Yongue testified to the character and work of Senator Metcalf, saying Senator Metcalf will be missed. Chairman Yongue commended the Senate membership for appointing Senator Swindell. Introducing the first item on the agenda, Chairman Yongue announced the title of the first presentation – "Education Cabinet Report on Activities to create cooperative innovative



– Mr. J.B. Buxton, Education Advisor to Governor Michael F. Easley and Dr. Tony Habit, Executive Director of the New Schools Project. Chairman Yongue also welcomed Ms. Sophie Frankowski, crediting Ms. Frankowski's work with House Bill 805 pertaining to teacher retention and recruitment.

Chairman Yongue then introduced Dr. Shirley Iorio, Committee Policy Analyst, who reviewed the authorizing legislation.

### **EDUCATION INITIATIVES BETWEEN SECONDARY SCHOOLS AND HIGHER EDUCATION**

Referring to the first item on the agenda, Chairman Yongue invited Mr. J.B. Buxton to present and Dr. Tony Habit to follow, requesting that questions be held until the presenter has thoroughly covered the subject matter.

The first presenter - Mr. J.B. Buxton, Education Advisor to Governor Michael Easley - began by giving background information leading up to Session Law 2003-277, Senate Bill 656 (**attachment 3**) followed by his report on cooperative and innovative education initiatives set up between North Carolina's secondary schools and higher education systems. The goal, Mr. Buxton says, over the next five years as it relates to high school reform, is to utilize the initial \$11 million to create 50 new or redesigned high schools. The \$11 million must then be matched with \$10 million that we, as North Carolinians, raise in order to receive an additional \$11 million – totaling \$32 million. This is made possible by the partnership between North Carolina and the Gates Foundation. Mr. Buxton's report, in its entirety, is attached as **attachment 4**.

Chairman Yongue welcomed Dr. Tony Habit, Executive Director of the New Schools Project. Dr. Habit opened with facts and statistics drawn from his own personal experience, asserting that high school dropouts today earn less than half of what they earned twenty years ago. He then referred to one of North Carolina's most recent plant closings, the Pillowtex closing, using laid off employees as examples of high school dropouts left vulnerable when in need of education as a fall back. Growing up in Eastern North Carolina, he said that half of the students he started ninth grade with were not there to graduate. Last November, the National Center for Education Statistics looked at NC and talked about the pipeline between ninth and twelfth grades and the matriculations into two and four year universities and colleges, and concluded the following: Of 100 ninth graders, four years later only 59 will graduate, 38 will go to college, 28 will still be enrolled in college after the second year. Only 18 of the 100 will graduate with an associate or bachelor degree. The good news is, according to Dr. Habit, that change is coming in a good way, citing twenty-three percent of high school seniors now have at least one college course under the belt upon graduating. Also refer to **attachments 4 and 5**.

Dr. Habit said that one reason the Gates Foundation decided to partner with North Carolina is the leadership North Carolina has demonstrated. The Gates Foundation sees Senate Bill 656 as a sign of the way high school reform has crystallized here. The New Schools Project, Dr. Habit says, will create up to 50 new small high schools, the first group of which will be announced by Governor Michael Easley and State Board of Education in a press conference on February 5. This project includes eight new schools, using *health sciences* as a theme, thus





building upon Pitt County experience. These high schools will be semi-autonomous and self-governing, some free standing and some conversion type schools, giving teachers flexibility and autonomy with daily and annual schedules, budgets, and time spent on training. Dr. Habit then announced that Requests for Proposals would go out soon for the second group, to be composed of early college high school models. Any community may apply. These schools, according to Dr. Habit, will accelerate learning, where graduates will earn either a two year associates degree or have two years toward a university or other four year institution. A third RFP will go out in the fall of 2004 for the third group of other creative, innovative high school programs. In conclusion, Dr. Habit thanked members for the opportunity to report on this progress and for the committee's commitment to strengthening high schools in NC.

Chairman Yongue then opened the floor to questions directed to Dr. Habit, with the first question coming from Representative Tolson asking if the Gates Foundation has supplied the financial needs of the New Schools Project and if additional funds would be needed. Dr. Habit answered by saying that the current focus targets funding by private foundations, but that it is otherwise too soon to tell. Representative Tolson followed up, asking for a time frame to determine whether funding needs will be met by this private funding alone. Dr. Habit asserted they are in the process of "cement[ing] agreements and solicit[ing] interests". Representative Pate called on Dr. Habit for a comparison to the Leandro case regarding discussion of smaller schools. Dr. Habit answered by saying that if done properly, these small schools get great results with every type of child. He said "it is going to affect the quality of education for many different types of children ". Senator Stevens asked if the New Schools Project leadership had looked at the capital cost side, asserting that a building of 500 is not half of building a high school of 1,000, expressing financial concern for local taxpayers. Dr. Habit addressed his concern by discussing conversion schools, converting a school of 1500 into four schools, under one building, that operate on the same campus under the original or traditional high school name. Representative Tolson then questioned the role of technological capability in selecting schools to reform. Dr. Habit answered by suggesting a tight-loose strategy; having tight or clear parameters and expectations for change and loose in assessing the unique needs of the community. Dr. Habit asserted that technology must be integrated into the curriculum and into teacher training. Representative Tolson followed up by asking if technology is a vital element in the criteria thus requiring schools applying to explain their current positioning in relation to technology. Dr. Habit responded by answering that yes, technology is a vital element, though he realizes the financial strain in being technologically equipped. Representative Tolson followed up again asking about the role of representation throughout the state and the role of school size. Dr. Habit responded by suggesting that this is a real concern as rural and impoverished communities lack the opportunity that urban communities have. Senator Dorsett asked about conversion schools and how much would be shared, specifically of faculties, building, space, and technology. Senator Dorsett then asked how much autonomy would be given. Dr. Habit answered in explaining that each school district would decide upon the degree of autonomy. This autonomy would then determine how much would be shared – whether the district decides or school officials decide. Representative Sauls asked if these high schools would be held accountable under the ABCs system, also questioning if these high school students would be counted as part of the public high school population.



Dr. Habit then responded to both concerns by asserting that the new schools *will* be accountable under the ABCs system and would be counted as part of the public high school population. Finally, Representative Warner commented, saying, "We can reestablish what we lost in NC education".

Chairman Yongue then called on Dr. George Norris, Superintendent of Nash-Rocky Mount Schools directing Dr. Norris to call on each colleague in the order that he sees fit. Dr. Norris was the next to present the first of two North Carolina examples of cooperative, innovative education initiatives between high schools and higher education. Dr. Norris greeted members of the committee and introduced his colleagues: Dr. Katherine Johnson, President, Nash Community College; Ms. Fay Agar, Principal, Nash-Rocky Mount Middle College High School; Ms. Sandy Drum, Community Relations, Nash-Rocky Mount Schools. He then acknowledged Dr. Terry Grier of Guilford County as the mentor of the Nash-Rocky Mount Middle College Program, asserting that both programs mirror a middle college program begun in Tennessee. With this in mind, Dr. Norris went on to describe the Nash-Rocky Mount program – a middle college high school and an alternative school. The superintendent assigns students to attend alternative school – grades 6 through 12 - and the middle college school is voluntary on the part of students. This effort is dedicated to decrease dropout rates, to engage the disengaged. The presentation in its entirety may be referred to as **attachment 6**.

Chairman Yongue introduced Dr. Katherine Johnson, President, Nash-Rocky Mount Community College. Dr. Johnson greeted and thanked members for the opportunity to address the success of the model middle college high school that meets at her community college. Dr. Johnson testified to the already successful results of the middle college by saying "I cannot tell when I walk around campus who is a middle college student and who is our own student".

Chairman Yongue then opened the floor to questions, with the first directed to Dr. Norris. Representative Pate asked if the middle college high school issues the high school diploma. Dr. Norris responded saying that it *is* different from the adult GED program; the target age ranges from 16 to 21. Representative Pate then asked for a comparison to charter schools. Dr. Norris expressed that he was not prepared to address this comparison. The next question came from Representative Tolson asking how this particular school is funded. Dr. Norris said that the regular school budget funds this middle college high school, with no additional special fund set aside. Representative Tolson followed up by asking what was so magical about having an attendance of 100 students. Dr. Norris answered saying that 100 in attendance is not exactly magical, but in theory must be near 100. With more than 100 students, he asserted, the personal element is lost. Representative Tolson followed up again asking how many of the 72 currently enrolled were previously dropouts of another Nash-Rocky Mount high school. Dr. Norris followed by saying that he did not know specifically how many were previously dropouts. He then addressed the next question coming from Representative Tolson about the level of concern for those dropouts not yet reached. Dr. Norris expressed his outreach concern in seeking out all Nash-Rocky Mount dropouts. Representative Tolson then commented on his support of the middle college high school and concern in a past committee for funding. Representative Sauls commented on the three students that Dr. Norris described as examples of success, and went on to ask how the other 68 students at the school were performing and adjusting. Dr. Norris responded by emphasizing the voluntary basis upon which all students attend saying, "These are



troubled kids often...It is so individualized; it is hard to say... We are going to lose kids in this program...If we take the kids we need to take, then we are going to lose some – because they are going to be at-risk kids. If we take a group of kids where we can be 100% successful, then they are kids who probably would have made it anyway.” Ms. Agar comes forward saying, “In an effort to answer that question, some of our students don’t have a permanent place to live at night. Some of our students have parents who are involved with drugs. Some of our students have children at home...the biggest challenge is to sustain the motivation,” thus lacking social support away from school. Ms. Agar then asserted that both the youth of the school and her experience there of less than one full academic year make it impossible to estimate an exact success rate. Representative Warner then commented, drawing from a previous meeting the importance of selecting the right personnel and stressing this issue on the current example. Representative Warner then encouraged support from the Governor and the innovative education initiative for personnel. Senator Dorsett asked about the experience of the presenters in keeping the attention of students given the wrap-around schedule. Dr. Johnson responded, saying, “not all students take advantage of those [college] classes. It would be up to Ms. Agar, to assess how much the student should take on”. Representative Pate then expressed his excitement about the program and presentation then asked how “those who have matriculated in how they are doing as compared to your normal community college students?” Dr. Johnson answered using an example of a conversation with a faculty member who expressed to Dr. Johnson that he or she could not tell in class who was a middle college high school student and who was not. In conclusion, Dr. Johnson mentioned that Senator A.B. Swindell is on the Nash Community College Board of Trustees and is very supportive.

Chairman Yongue introduced school officials from Guilford County schools – Ms. Barbara Zwaydyk, Instructional Improvement Officer and Ms. Debra Barham, Instructional Improvement Officer. Ms. Barham presented first, highlighting some of her successes then introduced Mr. Wayne Tuggle, Principal, Middle College at Guilford Technical Community College and Mr. Tony Burks, Principal, Early College at Guilford Technical Community College. Refer to **attachment 7** for each presentation.

Chairman Yongue opened the floor to questions from members to be answered by the previous few presenters. Senator Stevens expressed his excitement and then asked about cost compared with a normal high school. Ms. Barham replied saying, many costs are escaped in meeting on the community college campus using their facilities, janitorial staff, technology, etc., making up an extremely cost-efficient system.

## **REPORT ON UNC ENROLLMENT GROWTH**

Chairman Yongue introduced the next topic – UNC Enrollment Growth – beginning with Sara Kamprath, Committee Policy Analyst. Ms. Kamprath reviewed the authorizing legislation - which requires the UNC Board of Governors to report annually on enrollment planning, current and anticipated growth their capacity to meet the demands of higher education in North Carolina. Chairman Yongue introduced Dr. Alan Mabe, Vice President for Academic Planning, UNC Office of the President who passed out **attachment 8** which charts growth. Dr. Mabe focused primarily on focused growth campuses, distance education, and the UNC projection of demand considering an expected increase in high school graduation.



Chairman Yongue once again opened the floor to questions. Senator Rucho inquired about the projections made - requesting an analysis of some areas of growth. Senator Rucho also inquired about crowding and lack of space as a result of rapid growth within the state and university system. Dr. Mabe answered by mentioning that, according to census data, in-migration in North Carolina is much higher than out-migration. Dr. Mabe also assured members that the UNC system had met enrollment growth standards in accordance with the \$3 billion bond program. Representative Insko inquired about participation rates within the UNC system of 30 – 32% versus college participation among all North Carolina high school graduates. The latter, according to Dr. Mabe, is above the national average at 60-64%. Senator Stevens then asked Dr. Mabe to discuss meeting demand of university enrollment growth with space. Representative Insko requested a comparison between graduate school in-state enrollment and out-of-state enrollment. Dr. Mabe addressed the concern and added that there is a need for a national audience among the doctoral programs.

Chairman Yongue introduced Chancellor Harold Martin, Sr. of Winston-Salem State University who also discussed the management of space and enrollment growth at his university and others. Chancellor Martin emphasized the progress of Winston-Salem State University in producing more graduates from the teaching and nursing programs. The university has also partnered with the Gates Foundation in order to build and maintain a new public school for troubled youth to hold up to 400 students.

Senator Dorsett directly inquired about the provisions made at this particular university in order to accommodate enrollment growth. Chancellor Martin reported that his university has increased class size and even hired new faculty – but is worried about residence hall space in the future. Senator Rucho asked about graduation rates at the institution.

Meeting convened for lunch at 12:30.

Meeting reconvened at precisely 1:30 pm. Chairman Yongue called on Ms. Sara Kamprath, Committee Policy Analyst, to review the authorizing legislation, Session Law 2003-284, House Bill 397 (**attachment 9**) after which Chairman Yongue introduced Dr. Carolyn Cobb, Director, More at Four Program. In accordance with this authorizing legislation, the program must report to this committee as outlined. This report is preliminary with a final report due later. Refer to **attachments 10 and 11** to view the report in its entirety.

Representative Tolson inquired about slot availability on the local level, relative to slots previously given up, and slot reallocation. Representative Bell asked Dr. Cobb about standards set for teachers by the More at Four Program.

### **REPORT FROM NC WISE**

The next report from leaders on NC Wise included the following presenters: Dr. Michael Ward, State Superintendent of Public Instruction; Mr. Robert Powell, State Controller; Dr. Bob Bellamy, Associate Superintendent, Accountability and Technology Services/ Chief Technology Officer, Department of Public Instruction; and Mr. Ralph Campbell, State Auditor. Chairman





Yongue invited Superintendent Ward to report first, as he greeted and thanked each official for attending the meeting.

Superintendent Ward began his report by describing the potential of NC Wise to replace SIMS, an old system not equipped to meet the schools' technological needs. Superintendent Ward noted that the new software was not sufficient, as school officials and teachers were complaining until a new software update was recently issued. In addition, Superintendent Ward mentioned two recent steps taken. In an effort to strengthen project management, Superintendent Ward imposed a new responsibility on the senior project manager to report directly to the Superintendent. And finally, Superintendent Ward announced that the Department of Public Instruction (DPI) is working more closely than ever in developing pre-rollout plans to be submitted to the Information Resource Management Commission (IRMC). Superintendent Ward then called on Mr. Ralph Campbell, State Auditor and Chair to IRMC. Mr. Campbell greeted members and initially set out to review IRMC's authority to manage major technology projects costing \$500,000 or more and the authority to certify and decertify projects. Mr. Campbell announced his most recent December appointment of the Special Assessment Committee – led by Mr. Robert Powell, State Controller. This committee must communicate on a daily basis between Mr. Ward, State Superintendent, and Mr. Robert Powell, State Controller. Mr. Campbell expressed his satisfaction with the progress NC Wise is now making - considering its slow start. Mr. Powell was next to present his assessment of progress made. See **attachments 12 and 13** for this report in its entirety. The report outlines four vital costs – total “Cost to Date, July 1998 - December 2003”, “Final Planning Costs, January – June 2004”, “Implementation Costs, July 2004 – June 2010”, and “Total New Costs” or costs not yet included in the budget. These estimated costs, along with the subject of expertise, drew the most attention from members of the committee. Chairman Yongue opened the floor to questions.

Chairman Yongue first asked about potential relief to local education agencies, particularly in low wealth districts, for additional costs associated with NC Wise. Many school officials in his district have expressed their concern over these costs. Mr. Powell responded by mentioning his hope that LEAs have set aside money aware for the replacement of the SIMS system and his hope to achieve federal funding. Representatives Grady and Tolson followed with concerns of cost – concerns then addressed by Mr. Powell. Senator Rucho questioned why North Carolina chose to be the original developer instead of using an already existing system, perhaps one used in another state. Superintendent Ward responded that a custom program was needed. Representative Tolson, Senator Stevens, and Senator Garwood had questions about cost. It was determined that the cost would be roughly \$17 - \$27 per student/ per year for the next ten years. In response to the questions of expertise, Mr. Campbell encouraged members to support the future progress of NC Wise. Mr. Campbell also suggested that North Carolina would explore partnering with surrounding states for future projects in order to share costs and labor. As for this project, Mr. Campbell suggested selling the software after implementation, in an effort to recover some costs.

## EXPLORNET

Chairman Yongue thanked these leaders for reporting and welcomed Mr. Dave Boliek, Ms. Susan Herring, and Mr. Harold Brewer for the final presentation of the day. Mr. Dave



Boliek, Executive Director, ExplorNet, presented the purpose and accomplishments of ExplorNet. He began with the six goals of ExplorNet – wire schools for the purpose of technology, maintain vocational education program, teach educators to use the latest technology available, help connect schools to networks, provide learning materials, and finally to evaluate the program. Refer to **attachment 14** for the report in its entirety. Ms. Susan Herring, NBPTS Certified Instructor, Centers for Quality Teaching & Learning and Mr. Harold Brewer, Senior Vice President of Programs at ExplorNet followed.

Questions followed by Representative Tolson and Senator Dorsett. Chairman Yongue then thanked each presenter for his or her participation.

Chairman Yongue also announced that due to the expected absence of Representative Grady, he would preside again on the February 5, 2004 meeting of the Joint Legislative Education Oversight Committee, to begin at 9:00 am. As there was no further action, the meeting adjourned at 3:33 pm.

Respectfully submitted,

---

**Representative Douglas Y. Yongue**  
Presiding Co-Chair

---

**Katie Stanley**  
Committee Assistant

**Attachments:**

1. Agenda
2. Visitor Registration Sheets
3. Re: Education Initiatives Between Secondary Schools and Higher Educaiton  
General Assembly of North Carolina  
Session Law 2003 – 277, Senate Bill 656
4. Report on Cooperative Efforts Between Secondary Schools and Institutions of Higher Education: The North Carolina New Schools Project, pages 1 – 7.
5. NC Public Schools, New Schools Project: Early and Middle College High Schools in North Carolina, pages 1 – 6.
6. Nash-Rocky Mount Schools Presentation, pages 1 – 3; pamphlet.
7. Guilford County Schools Presentation entitled: The Early College at Guilford, pages 1, 2.
8. Fifth Annual Report to the General Assembly on Enrollment Planning, pages 1 – 14.
9. Re: More at Four Presentation  
General Assembly of North Carolina  
Session Law 2003 – 284, House Bill 397
10. More at Four Pre-Kindergarten Program Presentation, pages 1 – 5.
11. More at Four Pre-Kindergarten Program Report, pages 1 – 18.
12. NC Wise Fact Sheet, page 1.
13. NC Wise Presentation, pages 1 – 15.
14. ExplorNet Presentation, pages 1 – 28.



**DRAFT  
Minutes**

~  
**February 5, 2004**

---

The Joint Legislative Education Oversight Committee met on Thursday, February 5, 2004 at 9:00 am in Room 544 of the Legislative Office Building. The following members were present: Co-Chairs: Representative Yongue and Representative Grady; Representatives Bell, Gorman, Insko, Jeffus, Pate, Sauls, Tolson, and Warner; Senators Apodaca, Dorsett, Garrou, Garwood, Hagan, Moore, Rucho, and Stevens. Committee staff present included: Robin Johnson, Shirley Iorio, Sara Kamprath, Dee Atkinson and Drupti Chauhan along with Fiscal Research Staff: Adam Levinson and Kristine Leggett. Committee Assistants present included Anne Wilson and Katie Stanley. The Agenda and Visitor Registration Sheets are both attached and incorporated into these minutes as **attachments 1 and 2.**

Chairman Yongue, presiding Co-Chair, convened the meeting at precisely 9:00 a.m. Chairman Yongue first called Ms. Robin Johnson, Committee Counsel, who provided background to the issues to be discussed (refer to **attachments 3 and 4**) and reviewed the agenda. Ms. Johnson also gave reference to a list of questions concerning student achievement and accountability issues (**attachment 5**) Ms. Johnson introduced the first presenter – Mr. Adam Levinson, Fiscal Analyst who focused on North Carolina's history of funding for student achievement and accountability efforts. Mr. Levinson presented the results of his research in a table titled "Student Achievement and Accountability: History of State Funding" (**attachment 6**). Mr. Levinson's funding history assessed four categories of funding allotment – testing, ABC bonuses, improving student accountability, and assistance to low-performing schools – spanning seven school years. Mr. Levinson first forewarned members that there is no specific funding stream for student accountability as an initiative.

Following Mr. Levinson's presentation, Chairman Yongue called a quorum in order that the minutes of the January 14 and 15 meetings might be approved. Senator Rucho moved for approval of these minutes, followed by a second approval by Representative Bell. Members of the committee then voted approving the minutes with no dissent, additions, or corrections. Chairman Yongue then resumed the previous discussion of funding by opening the floor to questions from the members.

Representative Pate first referred to the funding table (**attachment 6**) asking for a more specific assessment of what local education agencies actually use for the purpose of accountability as opposed to the twenty-five percent of funding they are "encouraged" to use. Mr. Levinson answered in saying that there is a report to the Joint Legislative Education Oversight Committee each year detailing the actual uses of low-wealth and small county supplemental funding. Mr. Levinson offered to provide Representative Pate with a more direct answer at a later time following this meeting. Chairman Yongue then commented adding that this more detailed information would be valuable to all members of the committee. Senator Rucho asked if funding was indeed supplied to North Carolina as promised under No Child Left



government. Whether this money is adequate or not, Mr. Levinson mentioned, is the topic discussed frequently in the press. Senator Rucho then asked about growth in funding of various other categories such as Limited English Proficiency. Mr. Levinson asserted that growth is both flat and rapid – depending upon the category of funding. Mr. Levinson alluded to the rapid growth of Limited English Proficiency funding from \$5 million during the 1998 – 1999 school year to \$33.3 million for the 2003 – 2004 school year. This growth would be ideal, while other funding categories have experienced little to no growth because of the lack of state funds across the board. Senator Rucho then asked an additional question of Chairman Yongue to be addressed further along in the meeting.

### WHERE IS THE STATE NOW?

Chairman Yongue welcomed the next presenter – Mr. Lou Fabrizio, Director, Accountability Services, Department of Public Instruction. Mr. Fabrizio opened by addressing the list of questions briefly mentioned by Ms. Robin Johnson (**attachment 5**). Mr. Fabrizio initially discussed testing. The subject of testing includes State Tests, National Assessments of Educational Progress (NAEP), and the Scholastic Achievement Test (SAT), (**attachment 7**). Other tests include Vocational tests, Language Proficiency Tests, aptitude tests, and finally tests issued by local education agencies. Mr. Fabrizio went on to discuss the results of testing and how these results differ. Mr. Fabrizio illustrated these differences by pointing out the gap in proficiency between North Carolina's test results and those of NAEP. He asserts the gap to be the direct result of the different goals of NAEP versus the goals of North Carolina. Refer to **attachment 7 - 12** for Mr. Fabrizio's presentation in its entirety.

Chairman Yongue opened the floor to questions from members to be directed at Mr. Fabrizio. The first question came from Representative Grady. Representative Grady asked for clarification regarding the total number of low-performing schools, priority schools, and schools of progress and what constitutes the definition of each type of school. Mr. Fabrizio answered saying that the State Board of Education has indeed struggled with these same issues. He then made mention of the definition of a low-performing school referring to the authorizing legislation, Senate Bill 1005, Section 28.17 (j). Senator Rucho then asked if the proficiency level is consistently determined each year. Mr. Fabrizio responded that teachers in North Carolina analyze the students' performance level. He also answered saying that this determination method of performance is consistent from year to year in order to compare each year and truly measure performance. Mr. Fabrizio said that under No Child Left Behind the standards of performance will indeed change in the 2004-2005 school year. Senator Rucho followed up asking how high proficiency levels must rise in order that standards may rise. Mr. Fabrizio responded that the Board of Education does not want to raise standards at the state level – in hopes to keep schools focused on the attainable standards in place. He expressed that there is an unspoken fear of schools giving up if standards seem unattainable. Senator Apodaca then asked for percentages of fourth and eighth graders taking the National Assessments of Educational Progress (NAEP) tests. Mr. Fabrizio responded that three percent of fourth graders and eighth graders alike take the NAEP tests each year. Representative Gorman requested evidence of proficiency for End-of-Grade tests. In conclusion, Mr. Fabrizio responded that he will supply this information to Representative Gorman.





Chairman Yongue then introduced Dr. Elsie Leak, Associate Superintendent for Curriculum and School Reform Services at the Department of Public Instruction as the next presenter. Dr. Leak first expressed the need for testing in North Carolina and the need for assessing student achievement and accountability. Refer to **attachment 7** as well as **attachments 13 and 14** for Dr. Leak's presentation on the history and action leading up to the current state of student achievement and accountability in North Carolina.

Dr. Leak then referred back to Mr. Fabrizio to report on changes made to improve student achievement. The changes Mr. Fabrizio mentioned included a newly adopted dropout component. In response to concerns from the General Assembly and the press suggesting that the ABCs accountability system does not take dropout rates seriously, the Department of Public Instruction made changes to increase the weight of dropout rates. Refer again to **attachment 7** for Mr. Fabrizio's presentation on changes made and challenges faced.

Dr. Leak then presented the remainder of challenges in **attachment 7**.

Following this presentation, Mr. Fabrizio and Dr. Leak took questions from members of the committee at the direction of Chairman Yongue. Representative Preston inquired about exemptions for testing under the No Child Left Behind legislation. Mr. Fabrizio answered that there are no exemptions allowed under that legislation. Representative Preston followed up asking about the effect of this required testing on children with Intelligence Quotient scores falling below 60. No Child Left Behind, Mr. Fabrizio explained, does have a provision for these students; and that is an alternate standard. The child may then be evaluated to be proficient or not according to their performance under the alternate standard. The problem, Mr. Fabrizio determined, is the evaluation of the gray area, an area that constitutes those children with low IQ scores, but not those whose scores are not considered seriously low. Representative Pate asked for suggestions to suppress disruption brought on by stealing teachers from one classroom to proctor a test in another classroom. Mr. Fabrizio explained the disruption but gave no direction to diminish this disruption. Dr. Leak however, suggested asking that parents instead of teachers and counselors help administer tests. Senator Rucho inquired about AYP – Adequate Yearly Progress – asking when this standard was implemented. Mr. Fabrizio said that No Child Left Behind initially created this standard. Senator Rucho then commented on the complexity of this dual standard – the ABCs accountability at the state level and the No Child Left Behind accountability standards; he followed with a question regarding diversity within the classroom. Dr. Leak addressed this question. Senator Apodaca inquired about student anxiety regarding the pressure and intensity of testing – concerns then addressed by Dr. Leak. Senator Apodaca asked Dr. Leak and Mr. Fabrizio about limiting the amount of testing. Dr. Leak addressed this concern by stressing the importance of testing and the weight of control at the local, state, and federal levels. Chairman Yongue addressed these concerns by alluding to his experience having witnessed the Danish school system – a system that focuses far less on testing with successful results. Representative Jeffus asked why states were opting out of the No Child Left Behind. Mr. Fabrizio answered that no state had actually sent money back, although six states have considered and questioned turning down the money in order to escape the federal legislation. Representative Preston inquired about the amount of money No Child Left Behind has supplied to each state. Mr. Fabrizio answered with an estimated \$190 million. Senator Garwood followed asking about the restrictions on spending No Child Left Behind funds. Mr. Fabrizio



answered, saying he has no expertise in this area of funding restrictions. Senator Dorsett then inquired about funding for lowering class size in order to increase student achievement. Mr. Fabrizio addressed this concern by asserting the lack of space and the loss of teacher assistants when class size is reduced. Mr. Adam Levinson also addressed this concern about reduced class size and some restrictions on class size reduction. Representative Warner asked about disciplinary action to be taken so that the child will go on to learn. Dr. Leak responded by saying that indeed the needs of children are more than just academic. Chairman Yongue thanked each – Mr. Fabrizio and Dr. Leak and then introduced the next presentations.

### **PERSPECTIVES OF TWO LOCAL EDUCATION AGENCIES**

Chairman Yongue expressed the importance of listening to the perspectives of the next presenters. Both, Dr. Alice Wilson, Director, Accountability Services at Winston-Salem / Forsyth County Schools and Dr. Kathi Gibson, Superintendent of Weldon City Schools were encouraged by Chairman Yongue to give an honest account of their experience within their Local Education Agencies as legislation and various accountability programs are implemented. Dr. Wilson thanked members on the behalf of the Superintendent of schools and began to make suggestions and explain the effect of certain programs on the Winston-Salem / Forsyth County School System. For example, Dr. Wilson cited detailed examples of training and staffing inadequacies. Refer to **attachment 15** for Dr. Wilson's presentation in its entirety. Dr. Wilson, in conclusion, complimented North Carolina's testing program and then accepted questions.

Representative Jeffus first asked about the pay or lack of pay for volunteer proctors. In this school system, Dr. Wilson answered, there is no stipend. Representative Jeffus asked if proctors are trained. Dr. Wilson answered that training is applied. Chairman Yongue then questioned the testing code of ethics asking whether it is generic or a product of the Department of Public Instruction. Dr. Wilson responded that the code of ethics used is codified. Representative Warner asked Dr. Wilson about the assessment of the severe and profoundly disabled students. Dr. Wilson responded that a portfolio is the means of assessing these children. Chairman Yongue went on to introduce Dr. Gibson, Superintendent of Weldon City Schools.

Dr. Gibson opened with an introduction of Weldon City Schools, located within Halifax County. Dr. Gibson cited statistics such as a graduation rate of 87%, the break down of race, marital status of students' parents, etc. Dr. Gibson alerted members to her challenge as well as her school system's desperate need for the funds supplied by No Child Left Behind calling the Title 1 money the lifeline of her school system. Dr. Gibson expressed a need for additional funds to recruit and retain teachers. Refer to **attachment 16** for this complete presentation.

Chairman Yongue opened the floor to questions from members – asking first how much money Weldon City Schools gets each year for small school funding or low-wealth funding and then how this money is spent. Dr. Gibson then answered that most of this \$100,000 plus goes directly to personnel. She expressed the need for more funding. Representative Pate requested more information regarding classroom assistance in the elementary school. Dr. Gibson answered that classroom assistance is in place in Kindergarten, First, Second, and Third grades. Representative Insko inquired about per pupil funding. Dr. Gibson answered that the school system is ranked near the bottom in the state ranking, but she did not know the exact per pupil



funding amount. Representative Insko followed up inquiring about the largest source of employment. The school system, Dr. Gibson answered, is surprisingly the number one employer. Representative Insko directed her concern to Chairman Yongue and staff asking if additional assistance is available.

Chairman Yongue directed staff to find a response. Representative Insko then asked if low-wealth funding could be used for supplements or for personnel only. Dr. Gibson responded, fearing that this use of low-wealth funding for supplements would cut money for personnel or other areas. Senator Dorsett, in reference to **attachment 16**, inquired about the ability of the middle school to meet Adequate Yearly Progress, where as the high school failed to meet this standard. Dr. Gibson expressed that she has analyzed the same contrast hoping to find a solution. Representative Jeffus questioned why the high school population is significantly less than the population of the middle and elementary schools in Weldon City. Dr. Gibson answered that the dropout rates are high with thirteen girls of 282 students either pregnant or have already given birth this school year. Senator Rucho asked why the school systems have not consolidated. Dr. Gibson answered that the reasons are political. Senator Rucho then asked Dr. Gibson to define the largest barrier in reaching true student achievement. Dr. Gibson insisted that flexibility in funding was not available in order to fulfill student achievement through staff development. Representative Tolson inquired about the abundance of staff development funding. Dr. Gibson again insisted on action to create more flexibility within school systems in deciding how to spend funding. Dr. Gibson asserted the need for more individualized freedom as opposed to following a generic funding scheme. Representative Warner suggested that action be taken by the General Assembly in the future in order to meet the needs of individual school systems by awarding more flexibility. Chairman Yongue along with Representative Bell agreed that this type of action is needed.

Chairman Yongue thanked Dr. Gibson for her contribution to the meeting and went on to remind members of the dates of the meetings to follow. Chairman Yongue announced the dates of February 25 and 26, March 11 and 12, March 25 and 26, and April 27 and 28 as the scheduled upcoming meeting dates. Meeting adjourned at 12:30.

Respectfully submitted,

---

**Representative Douglas Y. Yongue**  
Presiding Co-Chair

---

**Katie Stanley**  
Committee Assistant

**Attachments:**

1. Agenda
2. Visitor Registration Sheets
3. Legislative Initiatives to Improve Student Achievement & Accountability
4. Skinner, Ronald A. and Staresina, Lisa N. "State of the States", 8 January, 2004, Education Week, [www.edweek.org](http://www.edweek.org).
5. Student Achievement & Accountability Issues
6. Student Achievement and Accountability: History of State Funding



**Attachments:**

7. Student Achievement & Accountability Presentation, Dr. Lou Fabrizio and Dr. Elsie Leak.
8. North Carolina Testing Program: State Board of Education Required Testing for 2003-2004, Dr. Lou Fabrizio Presentation.
9. The North Carolina Preliminary Testing Report, 2002-2003; Figure 3, Dr. Lou Fabrizio Presentation.
10. National Assessment of Educational Progress (NAEP): Mathematics, Science, and Writing
- 11, Dr. Lou Fabrizio Presentation.
12. Facts About the NCLB Graduation Rate, Dr. Lou Fabrizio Presentation.
13. Federal Timetable for Implementing "No Child Left Behind" for schools not making AYP, Dr. Elsie Leak Presentation.
14. NC DPI Title I Improvement Schools, Revised November 24, 2003, Dr. Elsie Leak Presentation.
15. Dr. Alice Wilson Presentation.
16. Dr. Kathi Gibson Presentation.





**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE**  
**2003-2004 SESSION**

February 4-5, 2004

TABS

- 1 Membership List
- 2 Authorizing Legislation; Issues to Study; Reports Due to Committee
- 3 Minutes
- 4 Education Initiatives Between Secondary Schools and Higher Education
- 5 UNC Enrollment Growth
- 6 More at Four Pre-Kindergarten Program
- 7 NC Wise
- 8 Explornet
- 9 Student Achievement and Accountability Issues
- 10 Report on Statewide Testing
- 11 ABCs Report
- 12 High Priority Schools Initiatives



**GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2003**

**SESSION LAW 2003-277  
SENATE BILL 656**

AN ACT TO ESTABLISH THE INNOVATIVE EDUCATION INITIATIVES ACT.

The General Assembly of North Carolina enacts:

**SECTION 1.** Chapter 116C of the General Statutes is amended by adding the following new section to read:

**"§ 116C-4. First in America Innovative Education Initiatives Act.**

(a) The General Assembly strongly endorses the Governor's goal of making North Carolina's system of education first in America by 2010. With that as the goal, the Education Cabinet shall set as a priority cooperative efforts between secondary schools and institutions of higher education so as to reduce the high school dropout rate, increase high school and college graduation rates, decrease the need for remediation in institutions of higher education, and raise certificate, associate, and bachelor degree completion rates. The Cabinet shall identify and support efforts that achieve the following purposes:

- (1) Support cooperative innovative high school programs developed under Part 9 of Article 16 of Chapter 115C of the General Statutes.
- (2) Improve high school completion rates and reduce high school dropout rates.
- (3) Close the achievement gap.
- (4) Create redesigned middle schools or high schools.
- (5) Provide flexible, customized programs of learning for high school students who would benefit from accelerated, higher level coursework or early graduation.
- (6) Establish high quality alternative learning programs.
- (7) Establish a virtual high school.
- (8) Implement other innovative education initiatives designed to advance the State's system of education.

(b) The Education Cabinet shall identify federal, State, and local funds that may be used to support these initiatives. In addition, the Cabinet is strongly encouraged to pursue private funds that could be used to support these initiatives.

(c) The Cabinet shall report by January 15, 2004, and annually thereafter, to the Joint Legislative Education Oversight Committee on its activities under this section. The annual reports may include recommendations for statutory changes needed to support cooperative innovative initiatives, including programs approved under Part 9 of Article 16 of Chapter 115C of the General Statutes."

**SECTION 2.** Article 16 of Chapter 115C of the General Statutes is amended by adding the following new Part to read:

"Part 9. Cooperative Innovative High School Programs.

**"§ 115C-238.50. Purpose.**

(a) The purpose of this Part is to authorize boards of trustees of community colleges and local boards of education to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for educational success through high quality instructional programming. These cooperative innovative high school programs shall target:



- (1) High school students who are at risk of dropping out of school before attaining a high school diploma; or
- (2) High school students who would benefit from accelerated academic instruction.

(b) All the cooperative innovative high school programs established under this Part shall:

- (1) Prepare students adequately for future learning in the workforce or in an institution of higher education.
- (2) Expand students' educational opportunities within the public school system.
- (3) Be centered on the core academic standards represented by the college preparatory or tech prep program of study as defined by the State Board of Education.
- (4) Encourage the cooperative or shared use of resources, personnel, and facilities between public schools and community colleges.
- (5) Integrate and emphasize both academic and technical skills necessary for students to be successful in a more demanding and changing workplace.
- (6) Emphasize parental involvement and provide consistent counseling, advising, and parent conferencing so that parents and students can make responsible decisions regarding course taking and can track the students' academic progress and success.
- (7) Be held accountable for meeting measurable student achievement results.
- (8) Encourage the use of different and innovative teaching methods.
- (9) Establish joint institutional responsibility and accountability for support of students and their success.
- (10) Effectively utilize existing funding sources for high school, community college, and vocational programs and actively pursue new funding from other sources.
- (11) Develop methods for early identification of potential participating students in the middle grades and through high school.
- (12) Reduce the percentage of students needing remedial courses upon their initial entry from high school into a college or university.

(c) Programs developed under this Part that target students who are at risk of dropping out of high school before attaining a high school diploma shall:

- (1) Provide these students with the opportunity to graduate from high school possessing the core academic skills needed for postsecondary education and high-skilled employment.
- (2) Enable students to complete a technical or academic program in a field that is in high demand and has high wages.
- (3) Set and achieve goals that significantly reduce dropout rates and raise high school and community college retention, certification, and degree completion rates.
- (4) Enable students who complete these programs to pass employer exams, if applicable.

(d) Cooperative innovative high school programs that offer accelerated learning programs shall:

- (1) Provide a flexible, customized program of instruction for students who would benefit from accelerated, higher level coursework or early graduation from high school.
- (2) Enable students to obtain a high school diploma in less than four years and begin or complete an associate degree program or to master a certificate or vocational program.



(3) Offer a college preparatory academic core and in-depth studies in a career or technical field that will lead to advanced programs or employment opportunities in engineering, health sciences, or teaching.

(e) Cooperative innovative high school programs may include the creation of a school within a school, a technical high school, or a high school or technical center located on the campus of a community college.

(f) Students are eligible to attend these programs as early as ninth grade.

**"§ 115C-238.51. Application process.**

(a) A local board of education and a local board of trustees of a community college shall jointly apply to establish a cooperative innovative high school program under this Part.

(b) The application shall contain at least the following information:

(1) A description of a program that implements the purposes in G.S. 115C-238.50.

(2) A statement of how the program relates to the Economic Vision Plan adopted for the economic development region in which the program is to be located.

(3) The facilities to be used by the program and the manner in which administrative services of the program are to be provided.

(4) A description of student academic and vocational achievement goals and the method of demonstrating that students have attained the skills and knowledge specified for those goals.

(5) A description of how the program will be operated, including budgeting, curriculum, transportation, and operating procedures.

(6) The process to be followed by the program to ensure parental involvement.

(7) The process by which students will be selected for and admitted to the program.

(8) A description of the funds that will be used and a proposed budget for the program. This description shall identify how the average daily membership (ADM) and full-time equivalent (FTE) students are counted.

(9) The qualifications required for individuals employed in the program.

(10) The number of students to be served.

(11) A description of how the program's effectiveness in meeting the purposes in G.S. 115C-238.50 will be measured.

(c) The application shall be submitted to the State Board of Education and the State Board of Community Colleges by November 1 of each year. The State Board of Education and the State Board of Community Colleges shall appoint a joint advisory committee to review the applications and to recommend to the State Boards those programs that meet the requirements of this Part and that achieve the purposes set out in G.S. 115C-238.50.

(d) The State Board of Education and the State Board of Community Colleges shall approve two cooperative innovative high school programs in each of the State's economic development regions. The State Boards may approve programs recommended by the joint advisory committee or may approve other programs that were not recommended. The State Boards shall approve all applications by March 15 of each year. No application shall be approved unless the State Boards find that the application meets the requirements set out in this Part and that granting the application would achieve the purposes set out in G.S. 115C-238.50. Priority shall be given to applications that are most likely to further State education policies, to address the economic development needs of the economic development regions in which they are located, and to strengthen the educational programs offered in the local school administrative units in which they are located.

**"§ 115C-238.52. Participation by other education partners.**





(a) Any or all of the following education partners may participate in the development of a cooperative innovative program under this Part that is targeted to high school students who would benefit from accelerated academic instruction:

- (1) A constituent institution of The University of North Carolina.
- (2) A private college or university located in North Carolina.
- (3) A private business or organization.
- (4) The county board of commissioners in the county in which the program is located.

(b) Any or all of the education partners listed in subsection (a) of this section that participate shall:

- (1) Jointly apply with the local board of education and the local board of trustees of the community college to establish a cooperative innovative program under this Part.
- (2) Be identified in the application.
- (3) Sign the written agreement under G.S. 115C-238.53(b).

**"§ 115C-238.53. Program operation.**

(a) A program approved by the State shall be accountable to the local board of education.

(b) A program approved under this Part shall operate under the terms of a written agreement signed by the local board of education, local board of trustees of the community college, State Board of Education, and State Board of Community Colleges. The agreement shall incorporate the information provided in the application, as modified during the approval process, and any terms and conditions imposed on the program by the State Board of Education and the State Board of Community Colleges. The agreement may be for a term of no longer than five school years.

(c) A program may be operated in a facility owned or leased by the local board of education, the local board of trustees of the community college, or the education partner, if any.

(d) A program approved under this Part shall provide instruction each school year for at least 180 days during nine calendar months, shall comply with laws and policies relating to the education of students with disabilities, and shall comply with Article 27 of this Chapter.

(e) A program approved under this Part may use State, federal, and local funds allocated to the local school administrative unit, to the State Board of Community Colleges, and to the community college to implement the program. If there is an education partner and if it is a public body, the program may use State, federal, and local funds allocated to that body.

(f) Except as provided in this Part and pursuant to the terms of the agreement, a program is exempt from laws and rules applicable to a local board of education, a local school administrative unit, a community college, or a local board of trustees of a community college.

**"§ 115C-238.54. Funds for programs.**

(a) The Department of Public Instruction shall assign a school code for each program that is approved under this Part. All positions and other State and federal allotments that are generated for this program shall be assigned to that school code. Notwithstanding G.S. 115C-105.25, once funds are assigned to that school code, the local board of education may use these funds for the program and may transfer these funds between funding allotment categories.

(b) The local board of trustees of a community college may allocate State and federal funds for a program that is approved under this Part.

(c) An education partner under G.S. 115C-238.52 that is a public body may allocate State, federal, and local funds for a program that is approved under this Part.

(d) If not an education partner under G.S. 115C-238.52, a county board of commissioners in a county where a program is located may nevertheless appropriate funds to a program approved under this Part.



(e) The local board of education and the local board of trustees of the community college are strongly encouraged to seek funds from sources other than State, federal, and local appropriations. They are strongly encouraged to seek funds the Education Cabinet identifies or obtains under G.S. 116C-4.

**"§ 115C-238.55. Evaluation of programs.**

The State Board of Education and the State Board of Community Colleges shall evaluate the success of students in programs approved under this Part. Success shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year institutions, postgraduation employment in career or study-related fields, and employer satisfaction of employees who participated in and graduated from the programs. Beginning October 15, 2005, and annually thereafter, the Boards shall jointly report to the Joint Legislative Education Oversight Committee on the evaluation of these programs. If, by October 15, 2006, the Boards determine any or all of these programs have been successful, they shall jointly develop a prototype plan for similar programs that could be expanded across the State. This plan shall be included in their report to the Joint Legislative Education Oversight Committee that is due by October 15, 2007.

**"§§ 115C-238.56 through 115C-238.59: Reserved for future codification purposes."**

**SECTION 3.** Local school administrative units and the State Board of Education shall identify, strengthen, and adopt policies and procedures that encourage students to remain in high school rather than to drop out and that encourage all students to pursue a rigorous academic course of study. As part of this process, the State Board and the local school administrative units are encouraged to eliminate or revise any policies or procedures that discourage some students from completing high school or that discourage any student from pursuing a rigorous academic course of study. No later than March 1, 2004, local school administrative units shall report to the State Board of Education the policies they have identified, strengthened, adopted, and eliminated under this section. No later than April 15, 2004, the State Board shall report to the Joint Legislative Education Oversight Committee on these policies as well as on the policies the Board has identified, strengthened, adopted, and eliminated under this section.

**SECTION 4.** Nothing in this act shall be construed to obligate the General Assembly to make appropriations to implement this act.

**SECTION 5.** This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 18<sup>th</sup> day of June, 2003.

s/ Beverly E. Perdue  
President of the Senate

s/ Richard T. Morgan  
Speaker of the House of Representatives

s/ Michael F. Easley  
Governor

Approved 12:30 p.m. this 27<sup>th</sup> day of June, 2003



**Report on Cooperative Efforts Between Secondary Schools and  
Institutions of Higher Education: The North Carolina New  
Schools Project**

**Submitted to the**

**Joint Legislative Education Oversight Committee**

**by the**

**Education Cabinet**

**January 15, 2004**

**Michael F. Easley, Governor**  
**Howard N. Lee, Chairman, State Board of Education**  
**Michael E. Ward, Superintendent, NC Department of Public Instruction**  
**H. Martin Lancaster, President, NC Community Colleges**  
**Molly Corbett Broad, President, The University of North Carolina**  
**A. Hope Williams, President, NC Independent Colleges and Universities**



**Report to the Joint Legislative Education Oversight Committee  
On the North Carolina New Schools Project**

**January 15, 2004**

Adoption of the Innovative Education Initiatives Act in June 2003 demonstrated the state's commitment to authentic change in the structure and outcomes of secondary education. In part as a result of this legislation, in August 2003 the Bill and Melinda Gates Foundation announced an \$11 million grant to catalyze reform in North Carolina's high schools by establishing the New Schools Project (NSP). This prestigious award resulted from the state's successful track record to define strategies to overcome the failure of secondary education in the state to meet the needs of many students or to strengthen economic development in hard-pressed communities.

The need for this change is urgent. For example, according to the National Center for Education Statistics of 100 students enrolled in 9<sup>th</sup> grade in North Carolina, only 59 of them will graduate 4 years later. Of that 100, only 28 will enroll in higher education and remain there through their 2<sup>nd</sup> year. Our large comprehensive high schools fail the majority of students and teachers as well.

Building upon the Innovative Education Initiatives Act and the Governor's Education First Task Force, the NSP is charged with two over-arching goals: First, create a series of model small high schools that will demonstrate improved results with students and with supporting economic development in high needs areas; and second, seek consensus with policy makers and others for policy changes required to foster change and innovation in all of the state's high schools.

The NSP will take an entrepreneurial approach to redesigning high schools through two strategies: First, creating up to 45 new small, personalized schools that will be models for mission-driven schools of choice; and second, engaging business, higher education, the public schools and elected officials in shaping a consensus for action to redesign all North Carolina high schools. This ambitious agenda will be realized through the collaboration of many stakeholders, public and private.

The NSP model schools, High School Innovation Projects, will ensure that students, teachers and parents are engaged in highly personalized approaches to education that also build upon the economic strengths of communities. For example, our first round of High School Innovation Projects will create seven health sciences academies that will enroll up to four hundred students each in highly focused and academically rigorous programs designed to prepare all students for college and work. The health sciences focus will provide curriculum that explores not only the scientific aspects of medically related industries but also the business and community development components as well.

The High School Innovation Projects will serve as models for small schools that will provide greater choice for families and teachers. The NSP will work with school districts, in partnership with community colleges, public and private colleges and universities, nonprofit and business partners, to create new schools. The NSP will focus on innovative schools, especially in rural areas; science, math, and technology-focused schools; Early College schools; and other models that offer accelerated learning and tie

education to workplace knowledge and skills. The NSP is overseen by the North Carolina Education Cabinet and is managed by the Public School Forum, a business-education nonprofit.

### **Goals:**

The overall goals and objectives for the New Schools Project emerged from recommendations by the Governor's Education First Task Force, many of which were also included in the Innovative Education Initiatives Act.

- **Provide New Options.** Create 40-45 new high school models across the state that provides choices beyond the one-size-fits all comprehensive high school. These schools will serve as demonstration sites for new approaches to instruction, school organization and community and parental involvement.
- **Boost High School Graduation Rate.** Achieve four-year graduation rates of 75% for students in NSP schools. The current state average is 59%.
- **Cut Remediation Rates.** Decrease math remediation rates for participating students to 25% in the community college system (currently 38%).
- **Increase College-going Rates.** Achieve college-going rates for participating students of 75%. The current rate is 65% (for two and four-year institutions).
- **Ensure all participating students graduate "work-ready" and "college-ready."**
- **Build Momentum to Sustain and Expand NSP.** The NSP will advocate for implementing this approach in districts across the state beyond the term of the Gates grant by securing support from state and local policymakers and public and private partners. In addition, the NSP will engage key policymakers to tackle policy issues that will remove barriers and provide incentives for innovation and increased cooperation.

### **Early Activities:**

Attached to this report is a timeline which details the activities of the NSP to date. A priority in the early stages is involving key stakeholders in shaping a strategic plan which builds upon the expectations and experiences of leaders representing all sectors: higher education, public schools, business, parents, teachers, advocacy groups and others. In November 2003 the NSP launched a series of roundtable sessions to secure written recommendations for the development of its strategic plan. To date, public schools superintendents, senior leaders in the Department of Public Instruction and the State Board of Education have met to issue recommendations. Future sessions will include business and economic development leaders, teachers, parents, students, representatives of higher education and others. Results from these input sessions will define future strategies to shape collaboration and a shared commitment to plans for change in the state's high schools.

**High School Innovation Projects:** The top priority for the NSP is awarding planning grants to a small group of school districts to establish High School Innovation Projects. These districts will serve as the pilots to enable the NSP to refine its structure and procedures to assist Project Teams in addressing issues that are central to the success of



new schools: governance, curriculum, instructional strategies, private sector and community partnerships and many others. Each district selected as a partner in the development of the High School Innovation Projects will benefit from: 1) grants for planning ranging from \$15,000 to \$40,000; 2) assignment of a highly trained coach to serve as an expert facilitator and mentor; 3) enrollment in Learning Networks to share best practices and challenges across the sites; and 4) exposure to highly successful small model schools across the country.

Soon the NSP will launch the second phase of High School Innovation Projects, the creation of small schools that blend relationships between community colleges and universities and the public schools. These Middle/Early college models will increase graduation rates while also improving the college-going rate of students. Students at all points on the learning spectrum will achieve at higher levels in these schools as teaching and learning will be tailored to the individual needs of each student.

Future High School Innovation Projects will include small schools that focus on biotechnology, entrepreneurship, travel and tourism and other unique models. Creative ideas will be solicited from all 100 North Carolina counties and the most promising will be provided with planning grants to transform raw concepts into viable and sustainable model high schools. Special emphasis will be placed on those communities that may lack the resources to succeed without the investment of expertise and funds available through the NSP.

A brief overview of activities in support of the High School Innovation Projects includes:

- |               |   |
|---------------|---|
| January 2004  | <ul style="list-style-type: none"><li>• Identify up to seven districts to establish health sciences academies;</li><li>• Award planning grants;</li><li>• Secure, train and assign coaches to assist Project teams.</li></ul>   |
| February 2004 | <ul style="list-style-type: none"><li>• Conduct site visits to successful model small schools with representatives of High School Innovation Projects;</li><li>• Establish Health Sciences Learning Network with NC Center for Science, Mathematics and Technology Education Center.</li></ul>  |
| March 2004    | <ul style="list-style-type: none"><li>• Host, in cooperation with DPI, the Community College and Independent Colleges and University Systems, a statewide conference on Early/Middle College programs;</li><li>• Issue white paper about challenges and opportunities associated with Early/Middle College programs</li><li>• Issue a Request for Proposals for districts seeking to establish Early/Middle College programs.</li></ul> |

**Challenges:**

The Gates Foundation grant offers both an opportunity and a challenge. Leadership by the governor and our state's successful track record in producing measurable gains in student achievement positioned North Carolina well to secure this prestigious grant. North Carolina must, however, secure an additional \$10 million from public and private sources if it is to receive an additional \$10 million grant from the Gates Foundation. This additional grant will determine how many communities can be supported with the establishment of High School Innovation Projects and how extensive the NSP can address the formation of stronger ties between the public schools and higher education.

Additional challenges include the identification of specific policy changes required to strengthen ties between the public schools and higher education in the formation of early/middle College models and to lend greater flexibility to the creation of small, self-governing schools that can more flexibly meet the needs of students and communities.



## Historical Timetable

As of January, 2004

- Governor Easley's Blue Ribbon Task Force issues recommendations to ensure that every student entering North Carolina schools graduate prepared for work and college.
- Spring 2003 North Carolina Education Cabinet forms a team to develop a proposal for consideration by the Bill and Melinda Gates Foundation to establish the New Schools Project.
- June 18, 2003 Innovative Education Initiatives (High School Innovation) Act ratified by the General Assembly to provide a catalyst for high school innovation and to address key measures of progress (graduation rates, achievement gaps, etc.) and to expedite models to blend offerings between the public schools and higher education.
- August 12, 2003 North Carolina Education Cabinet meets to consider the establishment of the New Schools Project and to address policy issues surrounding the creation of Middle and Early College models to integrate and align offerings among public schools and colleges/universities.
- July 23, 2003 Bill and Melinda Gates Foundation announce \$11 million North Carolina grant to reform the state's high schools (New Schools Project). Public School Forum identified to manage the initiative in cooperation with the Education Cabinet.
- September 12, 2003 Governor Easley, NC Education Cabinet and Public School Forum announce selection of project Executive Director.
- October 16, 2003 Briefing hosted in cooperation with Department of Public Instruction for superintendents to review preliminary goals and timetable for the New Schools Project.
- October 17, 2003 Invitational Request for Proposals (RFPs) for planning grants issued to nine districts considered to be advanced in their preparations to establish Health Sciences Academies.
- November 3, 2003 New Schools Project (NSP) offices open and strategic and business planning begin.
- December 8, 2003 Senior staff at the Department of Public Instruction participate

in roundtable discussions intended to guide the development of the NSP.

- December 10, 2003 Superintendents and the NC Association of School Administrators participate in roundtable discussions intended to guide the development of the NSP.
- December 11, 2003 NSP Board of Advisors conducts organizational meeting to:  
1) refine its strategic and business plan; 2) consider launching a statewide engagement strategy to seek consensus for change in the state's high schools and plans to implement new small high schools; 3) identify key partners and collaborators from all sectors to assist with plans and implementation; and 4) address strategies to seek \$10 million to match Gates grant.
- January 7, 2004 State Board of Education and key advisors participate in roundtable discussions intended to guide the development of the NSP.
- January 23, 2004 Planning grants awarded to the first cohort of New Schools projects for the establishment of Health Sciences Academies. Each site is: 1) assigned a highly trained coach to assist with planning, professional development and brokering partnerships; 2) enrolled in a Health Sciences Academy Network facilitated by the NC Science, Mathematics, and Technology Education Center in cooperation with the Department of Public Instruction and the NSP.

# NC Public Schools New Schools Project

## Early and Middle College High Schools In North Carolina

### An Overview of Existing and Emerging Programs

February 2004

Ensuring that more students complete education beyond high school requires creative solutions that involve high schools and two and four year colleges and universities. The New Schools Project seeks to advance the creation of Early and Middle College High Schools that will accelerate learning for students while also ensuring that more graduate prepared for college and successfully complete a college degree. Below are emerging Early and Middle High Schools in North Carolina.

#### Early College High Schools:

##### **Durham County: Clement Early College at North Carolina Central University**

Being developed with the support of a Gates-funded initiative through the Southeastern Consortium for Minorities in Engineering (SECME), the Early College High School at North Carolina Central University will open for students in fall 2004. N.C. Central University and Durham Public Schools are joining together to form an early college high school on the NCCU campus. The school will be designed around a science and technology theme that will prepare students for high demand careers in areas such as computer and information science, biomedical sciences/biotechnology, international security and affairs, and criminal justice and forensics. Up to 400 students will be enrolled in the school and they will participate in cutting-edge research in the

Biomedical/Biotechnology Research Institute where research is conducted on cardiovascular disease, the neurosciences, and cancer. Contact: Carl Harris, (919) 560-2026 or at [carl.harris@dpsnc.net](mailto:carl.harris@dpsnc.net).

#### **Defining Early and Middle College High Schools<sup>1</sup>**

**Early College High Schools (ECHS)** are small schools from which students graduate with an Associate of Arts degree or enough college credits to enter a four-year institution as a college junior. They share the characteristics of effective small schools (personalized learning environments, common and coherent focus) and they emphasize accelerated learning for students, especially those who may experience the greatest challenge in transitioning into four year institutions. Serving students who are low-income, first-generation, English language learners and students of color is a priority for ECHS.

**Middle College High Schools (MCHS)** allow for students to enroll in both high school and college courses. Typically, they focus on students who were not successful in the larger high school setting.

<sup>1</sup> According to: Jobs for the Future; the Early College Initiative; Carnegie Corporation; Bill and Melinda Gates Foundation

**Guilford County: The Early College at Guilford**

The Early College at Guilford offers a rigorous academic experience for students who have already established a distinguished record of academic performance. Located at Guilford College, this school serves ninth through twelfth grade students. In their ninth and tenth grade years, students are taught and supervised by teachers from Guilford County Schools. By the end of their sophomore year, typically students have completed almost all of their high school graduation requirements. Juniors and seniors take college classes taught by professors at Guilford College. Advisors work with students to ensure that their college courses meet high school and college requirements. At the end of their senior year, students graduate with their high school diplomas and approximately two years of course credit from Guilford College. For more information, contact Tony Burks II, principal, at (336) 316-2860.

**Middle College High Schools:**

**Alexander County Schools, Catawba County Schools, Hickory Public Schools and Newton-Conover City Schools: Catawba Valley MagnIT**

The MagnIT is a high school on the campus of Catawba Valley Community College (CVCC) that bridges high school and college for students who are ready for that challenge. Juniors and seniors who have a strong interest in the field of information technology may enroll in this school. Students earn high school and community college credits and have the opportunity to seek industry certifications in various areas of information technology. Through the school's program, students may also participate in job shadowing and internships with local businesses. Coursework is available in four possible career majors: Computer Engineering/Network Engineering, Network Administration, Programming, and Internet Technologies. Students who complete this program will receive two units of high school credit each semester and college semester hour credits for those courses that apply toward their CVCC program of study. For more information, contact Dianne Little, Director, at (828) 327-7000, extension 4411 or at [dlittle@cvcc.cc.nc.us](mailto:dlittle@cvcc.cc.nc.us).

**Buncombe County: Buncombe County Middle College**

Located on the campus of the Asheville-Buncombe Technical Community College, Buncombe County Middle College (BCMC) is a high school that serves up to 125 students, most of whom were dissatisfied with their traditional high school experience. Once enrolled, BCMC students make a commitment to academic excellence and respect for the college grounds. Standards are high: all students must maintain a B average to stay enrolled at BCMC. Students attend BCMC classes from noon to 5:00 p.m. for their high school classes and may choose to come early or stay late to take college classes offered at A-B Tech. With support of A-B Tech's president and the superintendent of Buncombe County Schools, BCMC has formed a planning committee to investigate opportunities for BCMC students to graduate with certificates or diplomas in high-tech specialty areas along with their high school diplomas. For more information, contact Dr. Sharon Morrissey, Vice President of Instructional Services at Asheville-Buncombe Technical Community College, at (828) 254-1921.

**Charlotte-Mecklenberg Schools: Early College Program at Waddell High School**

Waddell High School's Early College Program is a new magnet option that allows students the opportunity to earn college credit while still in high school. Ninth and tenth grade students prepare for college courses by taking Advanced Placement and other higher-level courses. As juniors and seniors, students take high school credits in the morning and college courses in the afternoon at Central Piedmont Community College. Graduating students earn 36 college hours and may choose to earn 44 hours by enrolling in summer and online classes. These college credits will transfer across the community college system or the UNC institutions. For more information, contact Dr. Edward Ellis, principal, at (980) 343-6769, extension 247.

**Edgecombe County: Edgecombe Middle College High School**

Located on the campus of the Edgecombe Community College, the Edgecombe Middle College prides itself on the integrated experience students enjoy within the college community. After an extensive planning process that began during the 2001-2002 school year, the Edgecombe Middle College High School opened for students in January 2003 and now enrolls forty students. The program began with a small pilot and ten to twelve students will graduate this spring. The long-term vision for the school is to break from its current status as an extension of an existing high school (Tarboro High School) to become a separate, autonomous high school. High school courses are taught during times when the community college campus is under utilized. Students arrive for class on their own schedules and take college classes during the first half of the day. The second half is dedicated to high school courses. Students average approximately eight hours of college credit per semester. Most seniors take four college courses. While a diverse population exists in the program, students are typically dropouts or those considered at risk of dropping out. For more information, contact: Marshall Matson, Administrator at (252) 883-5973 or at [matsonm@edgecombe.edu](mailto:matsonm@edgecombe.edu).

**Guilford County**

**Middle College at NC A&T and Middle College at Bennett**

Middle College at North Carolina A&T State University and Middle College at Bennett are single-sex high schools located on college campuses. The schools give admissions priority to 17 and 18 year-old young men and women who are ninth or tenth graders. The curriculum focuses heavily on reading, writing and math skills to enable students to perform at grade level and beyond. Class size is small to help students build relationships with teachers and summer school is provided to permit students to earn credits toward graduation. As students realize academic success, they are encouraged to take one or more college courses with tuition paid by Guilford County Schools. In addition to access to most college facilities, students are paired with college students who serve as their mentors. Enrollment is limited to approximately 100 students at each school. For more information about Middle College at NC A&T, contact Dr. Ephraim Gorham, principal, at 336-378-8832. For more information about Middle College at Bennett, contact Liz Bridges, Guilford County Schools, at (336) 370-8301.

**Middle College at Greensboro College and Middle College at Guilford Technical Community College**

The Middle College at Greensboro College (MCGC) and the Middle College at Guilford Technical Community College (MCGTCC) were established to give students in Guilford County a second chance to succeed. These schools expose students to college life and encourage them to set college as a goal.

The MCGC serves sophomores, juniors and seniors. With a student body of approximately 110 students, MCGC provides students a highly personalized environment that helps students renew interest in learning and reaching their goals. MCGC students are capable and creative, but have been unsuccessful or dissatisfied in the traditional high school setting. A challenging curriculum meets both high school graduation and college entrance requirements. While at MCGC, students may take college courses for both high school and college credit. For more information, contact Barbara Zwadyk, principal, at (336) 370-8300.

The MCGTCC is a school for students who may need an alternative academic environment to do their best work. All students commit to academic excellence and work to change the factors that led to dissatisfaction at their previous schools. Serving 150 students, MCGTCC has an average class size of less than 15 students. Students must be at least 16 years old to attend and should have earned at least ninth grade credit. High school classes are taught from 11:00 to 5:00 and students may enroll in college courses before, during or after their regular school hours as their schedules allow. For more information, contact Wayne Tuggle, principal, at (336) 819-2957.

**Nash-Rocky Mount Schools: Nash-Rocky Mount Middle College High School**

Located on the campus of the Nash Community College, this middle college high school currently enrolls 75 students. Those typically enrolled may have already dropped out of their traditional high school or they may be considered at risk of dropping out. Often, the students did well until the middle school years, but then exhibited problems for a variety of reasons. The middle college curriculum consists of the core courses offered in a traditional high school. In addition, Nash Community College offers college courses that are considered electives. The program provides one-on-one mentoring and advising for students. Students completing the program achieve a high school diploma and some college credit and many remain to complete an associate's degree or may enroll in four-year institutions. Students are enrolled in high school classes from noon until 5:00 p.m. and community college courses prior to the school day or in the evening. The first class graduated in 2003. For more information, contact Fay Agar at (252) 451-2890.



**College/University Assisted High Schools:**

**Edenton/Chowan Schools: John A. Holmes High School and the College of the Albemarle**  
Edenton/Chowan Schools are working with the College of the Albemarle (COA) to develop a high school program that would allow all high school students to graduate with a diploma and another certification. Aligned with NC graduation requirements, the program would be structured around several pathways: automotive engineering, computer engineering, networking, construction, culinary arts and college transfer. For more information, contact Rob Boyce at (252) 482-4436.

**Rutherford County Schools: Collaboration with Isothermal Community College**  
Rutherford County Schools and Isothermal Community College are working together to create a new high school that will serve to reduce the dropout rate, increase the college-going rate and assist in the economic development of the community. The new school will have a college preparatory curriculum as well as application-based studies in career and technical fields that will lead to advanced programs and career opportunities. Students will advance at different paces, which could lead to early graduation or the accrual of college credits. The planning team is considering the possibility of student completion of an associate's degree. With a rigorous curriculum, sustained support and guidance and a culture of student responsibility, this school aims to provide six strands of study: Cisco Networking, Health careers, Biotechnology, Manufacturing technology, Education/Teacher Cadet and Associate of Arts/Sciences. Upon graduation, students will be prepared for college and/or work. For more information, contact Donna Cox Peters, superintendent, at (828) 245-0252.

**Winston-Salem/Forsyth County Schools: Earning College Credit in High School**  
Winston-Salem/Forsyth County Schools (WSFCS) offer several opportunities for students to earn college credit for courses taken while in high school. UNC-G Fast Forward is a program that allows juniors and seniors at five local high schools to earn college credit for courses taken at the University of North Carolina at Greensboro during the regular school day. Students must pay for tuition and textbooks. NC A&T Aggie Advance is an online option that allows self-directed students to pursue topics of interest based on learning from prior workforce development and academic courses. Forsyth Technical Community College has an agreement with WSFCS that honors certain high school courses as substitutes for community college courses in some programs. In addition, Forsyth Tech, Salem College, Wake Forest University and Winston-Salem State University allow dual enrollment for high school students. They may enroll in elective courses that are not offered as part of the WSFCS curriculum. Courses count on high school transcripts as honors-level credit. For more information on these offerings, consult the Winston-Salem/Forsyth County Schools website: <http://mts.admin.wsfcs.k12.nc.us>.

**Early and Middle College High Schools  
In North Carolina**

Information is being gathered on additional early and middle college high schools in North Carolina. Some of those sites include:

- Ashe, Alleghany and Wilkes County Schools collaborating with Wilkes Community College
- Carteret County collaborating with Carteret Community College
- Jackson County Schools collaborating with Southwestern Community College

The Early College at Guilford  
**Joint Legislative Education Oversight Committee Presentation**  
*by Tony Lamair Burks II, principal-director*

**School**

Now in its second year of operation, the School continues to encounter and appropriately address concerns that are normal for newly formed academic institutions. The following triumphs and challenges are making for an engaging academic year:

*Triumphs (Areas of Strength)*

1. flexible and personalized **academic and social programming** for students (i.e., student orientation, Explorations, weekly grade level specific seminars)
2. **college campus setting** raises the level of intellectual discourse and provides access to various college resources (e.g., professors, Academic Skills Center, library)
3. **Policies, procedures and general statutes that promote the creation of “cutting edge” schools and educational programs to provide students with frequent opportunities to explore, discover, assimilate, and apply knowledge** (i.e., Session Law 2003-277 [116C-4], an act to establish innovative educational initiatives, empowers the Education Cabinet to make recommendations for statutory changes needed to support initiatives)

*Challenges (Areas for Growth)*

1. **Policies, procedures and general statutes relating to “seat time”** (i.e., North Carolina G.S. 115C-84.2 requires LEAs to establish a school calendar to include a minimum of 180 days and 1,000 hours of instruction. North Carolina GS 115C-81 awards high school credit for a course with a minimum of 135 clock hours of instruction in a block schedule)
2. **Comprehensive community/media relations program about the early entrance concept** (i.e., Early and Middle Colleges)
3. **Ongoing professional development in gifted education best practices** (e.g., differentiation, performance-based learning)

*Site Visits*

Various **institutions interested in the Early College model** visited the School this past year:

- *April 2003* - Durham Public Schools and North Carolina Central University (Raleigh-Durham, NC)
- *November 2003* – Charlotte-Mecklenburg and Central Piedmont Community College (Charlotte, NC)
- *November 2003* – Horry County Schools, Coastal Carolina University, Horry-Georgetown Technical College (Conway, SC)
- *December 2003* – Gray Stone Day School (Misenheimer, NC)

*Honors*

The school was recognized for various distinctions, including, but not limited to:

- **North Carolina School of Excellence**
- **2003 Signature School** (as designated by the Piedmont-Triad Education Consortium)

## Students

Students at the School have distinguished themselves locally, regionally, and nationally in academics, athletics, and service. Indeed, **what the School is as a learning community is measured by more than standardized test score results.** Honors and recognition include, but are not limited to:

- Coca-Cola Scholar: Jaime DeBottis
- All-County Orchestra: Emma Sunnasse, Tristan Dewar, Jacob Boy
- Governor's School: Jacob Boy, Meredith Veto
- Power Tumbling and Trampoline Competition State Title: Kristin Cleveland
- O. Henry Festival Contest: Patrick Tourville—first place; Elisabeth Carpenter-third place; Katilin Ugolik—honorable mention
- Hugh O'Brian Youth World Leadership Congress Ambassador: Josh DeBottis
- Burroughs-White/Kirk Young Woman of Achievement Award: Theresa Forshey

**All students meet once each week for grade level specific seminars.** The primary purpose of these seminars is to provide guidance and support as students transition to college-level studies. All seminars cover topics as varied as leadership, time management, study skills, goal setting/planning, learning styles, and identity development.

### *College Level Academic Performance Data*

#### **Fall 2002 11<sup>th</sup>/12<sup>th</sup> graders (23 students)**

- 14 Dean's List - 51%
- 0 academic probation
- 0 academic suspension
- 15 average credit hours taken
- 3.31 fall GPA

\* Fall 2002 data was combined

#### **Fall 2003 11<sup>th</sup> graders (43 students)**

- 7 Dean's List - 16%
- 9 academic probation
- 1 academic suspension
- 15.8 average credit hours taken
- 2.58 GPA

#### **Fall 2003 12<sup>th</sup> graders (20 students)**

- 11 Dean's List - 55%
- 1 academic probation
- 0 academic suspension
- 16.9 average credit hours taken
- 3.33 GPA

## Staff

The principal-director serves on the Board of Advisors for the **North Carolina New Schools Project**, a five-year, \$30 million initiative to create 40 to 45 new and redesigned high schools across the state.

### *Presentations:*

- **2003 Summer Leadership Conference**, Asheville, North Carolina, *Beyond Zoo Chow: A Taste of Early College* by Kathryn A. Adams and Tony Lamair Burks II July 2003
- **NC School Counselor Conference** – UNCG, Greensboro, North Carolina, *The Early College at Guilford: A Unique Option for High Achievers* by Kathryn A. Adams and Tony Lamair Burks II August 2003
- **Hawaii International Conference on Education**, Honolulu, Hawaii, *Beyond Zoo Chow: A Taste of Early College* by Tony Lamair Burks II, January 2004



### Middle College High School

The Nash-Rocky Mount Middle College High School is a program specifically targeting students who have the ability to do honors or greater academic work, but need an alternative academic environment to do his or her best work. It is a small high school located on the Nash Community College campus. The school, serving up to 125 students with maximum class size of 15, provides eligible students a fresh start and the opportunity to learn in a flexible, nurturing environment. The small group settings help build close personal relationships between students and faculty.

Middle College High School provides an exciting, innovative program for students who may often be described as disengaged or creative non-conformists. Many are extremely bright and have high potential for success, yet typically have trouble fitting into the traditional high school setting.

Students must be 16 years of age and should academically be a junior or senior. Some students may be accepted that have less than a junior status, but that is determined on an individual basis. Students and parents decide together if the middle college program is an appropriate alternative and complete an application form. An admissions team composed of middle college staff members selects students based on criteria including student's past performance, personal references and information gleaned during a personal interview with the student and his or her parent(s). The student must make a commitment to academic excellence.

Faculty members are handpicked using a special interview process. Faculty members respect the individuality of each student and their commitment to the mission of the middle college high school program. Each staff member must believe that every student possesses infinite worth. Faculty must have keen insights about the nature of disengaged students and must know and use innovative strategies to motivate students.

Core academic courses are taught between 12:00 Noon and 5:00 PM. Nash Community College will assist in offering college courses that will be an addendum to the core courses taken. Any college course taken will be considered an elective. Permission from the guidance counselor and principal is needed to enroll in a college course.

After completion of the high school course of study, students will graduate in a ceremony similar to their former high school but on a smaller scale. High school diplomas will be given with middle college status instead of the name of their former high school. Middle College High School is like a mini-high school on a college campus.

Middle College High School moves away from a one-size-fits-all high school and successfully engages the disengaged. It is a win-win concept that provides a safety net for those students unable to succeed in the traditional high school setting. The Middle College High School reduces the drop out rate, saves students and saves lives.





**Nash-Rocky Mount Schools  
Middle College High School**

*Education Oversight Committee  
North Carolina General Assembly  
Wednesday, February 4, 2004*

Presented by: George E. Norris, Superintendent

**Nash-Rocky Mount Schools**

**Nash-Rocky Mount Schools: Who are we?**

**N-RMS serves:**

- 591 square miles – all of Nash and part of Edgecombe counties
- 29 Schools
  - 18 Elementary Schools
  - 5 Middle Schools
  - 4 High Schools
  - 1 Middle College
  - 1 Alternative School
- 18,129 Students (53% African-American, 40% White, 5% Hispanic, 1% American Indian/Multi-racial, 1% Asian, 23 Native languages)
- 2,310 Employees

**Nash-Rocky Mount Schools**

**N-RMS Middle College: Target Population**

- 11th & 12th grade students (16 years of age)
- Students capable of academic or honors work
- Performed well until grades 6, 7
- Attendance & Attitude issues
  - Family
  - Health
  - Personal
- Disengaged from school; 'disconnect'
  - Not involved – clubs, sports, social groups
- Students with unrealized potential
- Troubled students, not students in trouble

**Nash-Rocky Mount Schools**

**N-RMS Middle College Rationale:**

- Community College Setting
  - Students tired of being singled out for being different – fit into CC environment
- Wrap Around Schedules
  - Classes 12:00 Noon – 5:00 PM
  - Community College Courses Before & After
- Nurturing Environment – Acceptance
  - Faculty
  - Fellow Students
- Empathy & High Expectations
- Safety Net – Saves Lives

**Nash-Rocky Mount Schools**

**NCC – N-RMS Partnership**

- Build on N-RMS – NCC current Partnership
  - Strong articulation agreements & shared curriculum
- Seamless Education for students
- Win – Win
  - Utilize NCC during afternoons
  - Increase NCC enrollment: wrap around schedule
  - Students enroll full-time at NCC upon HS graduation
  - Students 'at home' at NCC; comfort level
  - First pilot in eastern NC & mid-size community
  - Model for similar communities

**Nash-Rocky Mount Schools**

**N-RMS Middle College Characteristics:**

**RIGOR, RELEVANCE, RELATIONSHIPS!**

- Engaging the disengaged
- Save students who fall through the cracks
- Late day
- Small class size
- Daily administrative involvement in learning

**Nash-Rocky Mount Schools**

### More Characteristics:

#### RIGOR, RELEVANCE, RELATIONSHIPS!

- Personalized approach to education for each student
- Continuous guidance
- Daily parent contact
- A "What can we do to help you be successful?" orientation by adults

Nash-Rocky Mount Schools

### N-RMS Middle College Status Report: Demographics

- 41 males enrolled
- 31 females enrolled
- 21 students are African American
- 45 students are Caucasian
- 4 students are Hispanic
- 2 students have other ethnic origins

Nash-Rocky Mount Schools

### N-RMS Middle College: Making A Difference

- Dropout reclamation: 21% of enrolled students are returning dropouts (15 students)
- Dropout intervention: 37% of transferring students indicated they would drop out if not accepted at Middle College (21 students)

Nash-Rocky Mount Schools

### N-RMS Middle College: Making A Difference

- 40 students (78%) improved their GPA first semester
- 6 students more than doubled their GPA
- 'I had given up hope. Now, I love school, hate missing class and am going to college'

Nash-Rocky Mount Schools

### N-RMS Middle College Barriers:

- Finding the right administrator
- Recruiting the right type teachers
- Addressing transportation needs
- Providing common planning time
- Equipping teachers with skills for success
- Colleagues 'talk shop'

Nash-Rocky Mount Schools

### Nash-Rocky Mount Middle College High School

- Capturing students for whom larger school environments do not work
- Providing options to dropping out
- Engaging the disengaged through personalized education
- Empowering students to change their future

Nash-Rocky Mount Schools



*Fifth Annual Report  
to the General Assembly  
on Enrollment Planning*

---

*Presented to the Joint Legislative Education Oversight Committee  
February 4, 2004*



*Dr. Alan Mabe  
Vice President  
for Academic Planning*



## *Ensuring Access through Planning*

- **Statutory responsibility of the University of North Carolina to extend the benefits of higher education to the people of North Carolina.**
- **The first Strategic Direction and the Board's highest priority is Access: Ensure affordability and access to higher education for all who qualify and embrace a vision of lifelong learning.**
- **Implement and monitor annually the 10-year enrollment plan adopted by the Board of Governors in response to the anticipated surge in enrollments, with special attention to efforts to increase enrollments at focused growth institutions.**



The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04

## *UNC Ten-Year Enrollment Growth Plan, 2000-2010 (Fall Headcount Enrollment)*

**2000 Actual and Targets for 2005 and 2010, On- and Off-campus Enrollment Combined**

Institution	2000 (actual)	2005 (target)	% increase (2000-05)	2010 (target)	% increase (2005-10)	Total Increase	% increase (2000-10)
ASU	13,227	14,850	12.27%	16,600	11.78%	3,373	25.50%
ECU	18,750	22,630	20.69%	27,500	21.52%	8,750	46.67%
ECSU	2,035	2,590	27.27%	3,270	26.25%	1,235	60.69%
FSU	4,487	5,480	22.13%	6,260	14.23%	1,773	39.51%
NCA&T	7,748	9,340	20.55%	11,000	17.77%	3,252	41.97%
NCCU	5,476	6,980	27.47%	8,230	17.91%	2,754	50.29%
NCSA*	768	840	9.38%	900	7.14%	132	17.19%
NCSU	26,619	31,020	8.39%	36,000	16.05%	7,381	25.79%
UNCA	3,292	3,530	7.23%	3,760	6.52%	468	14.22%
UNC Chapel Hill	24,892	28,100	12.89%	29,250	4.09%	4,358	17.51%
UNCC	17,241	20,430	18.50%	24,130	18.11%	6,889	39.96%
UNCG	13,125	15,360	17.03%	18,330	19.34%	5,205	39.66%
UNCP	3,445	5,170	50.07%	6,140	18.76%	2,695	78.23%
UNCW	10,100	11,270	11.58%	12,320	9.32%	2,220	21.98%
WCU	6,899	7,840	17.03%	9,530	21.56%	2,831	42.26%
WSSU	2,857	3,830	34.06%	4,780	24.80%	1,923	67.31%
<b>TOTAL</b>	<b>162,761</b>	<b>189,260</b>	<b>16.28%</b>	<b>218,000</b>	<b>15.19%</b>	<b>55,239</b>	<b>33.94%</b>

\* NCSA enrollment figures do not include high school students.



The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04



## Comparison of Fall 2002 and Fall 2003 Headcount Enrollment

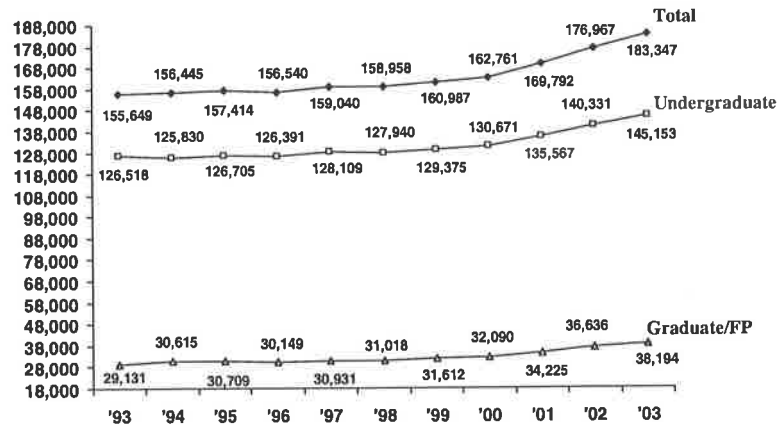
Institution	Fall 2002	Fall 2003		Change (2002-2003)	
	Actual	Target	Actual	Number	Percent
ASU	14,178	14,330	14,343	165	1.2
ECU	20,577	21,659	21,756	1,179	5.7
ECSU	2,150	2,270	2,308	158	7.3
FSU	5,308	5,393	5,329	21	0.0
NCA&TSU	9,115	9,716	10,030	915	10.0
NCCU	6,519	6,727	7,191	672	10.3
NCSA	817	800	792	-25	-0.3
NCSU	29,637	30,108	29,854	217	0.1
UNCA	3,391	3,535	3,446	55	0.2
UNC CH	26,028	26,561	26,359	331	0.1
UNCC	18,916	19,519	19,605	689	3.6
UNCG	14,453	14,793	14,870	417	2.9
UNCP	4,432	4,920	4,722	290	6.5
UNCW	10,918	11,158	11,079	161	1.5
WCU	7,033	7,326	7,561	528	7.5
WSSU	3,495	3,852	4,102	607	17.4
<b>TOTAL</b>	<b>176,967</b>	<b>182,667</b>	<b>183,347</b>	<b>6,380</b>	<b>3.6</b>



The University of North Carolina Office of the President

UNC-OP Academic Planning/AFM-wmd/01-15-04

## UNC Fall Headcount Enrollment 1993 - 2003

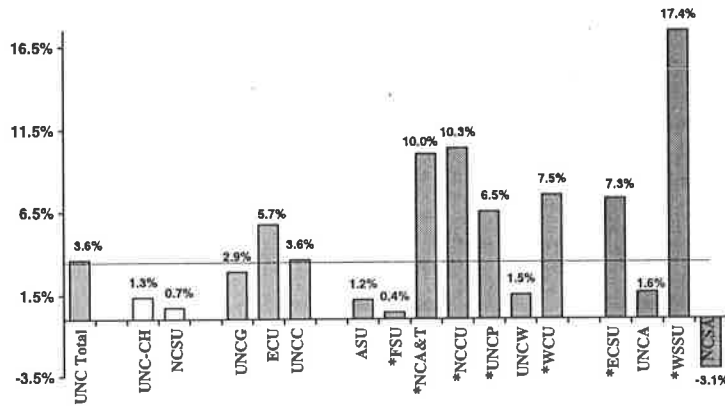


The University of North Carolina Office of the President

UNC-GA PropAssess/Enr.UG002A/11-5-03



## Percent of Fall Headcount Enrollment Increase Fall 2003



\* Focused-growth institutions



The University of North Carolina Office of the President

UNC-GA ProgAssess/Ent. UG002B/11-5-03

## Diversity

Minority enrollment (of those identified) increased by 3,437 students (7.2 percent) and is 29.2 percent of the University's enrollment adjusted for those whose race is not known, up from last year's 28.2 percent. In percentage terms, the growth for the four identified minority groups exceeded the growth rate for white students, which was 1.9 percent or 2,282. The percentages are:

- African American students (up 7.3 percent or 2,761 students)
- American Indian students (up 2.9 percent or 58 students)
- Asian students (up 5.5 percent or 297 students)
- Hispanic students (up 11.3 percent or 321 students)



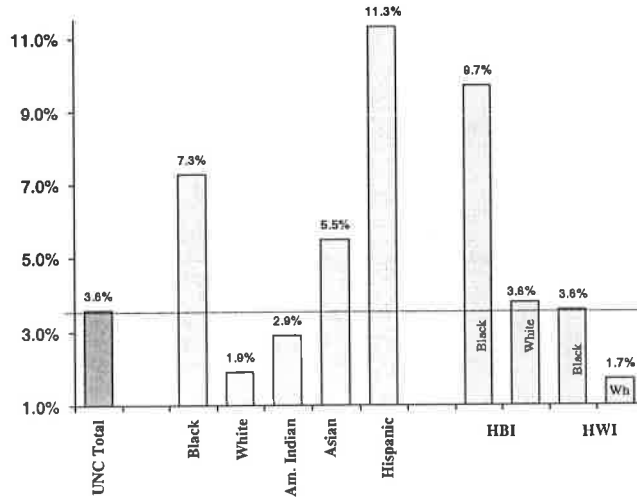
The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04





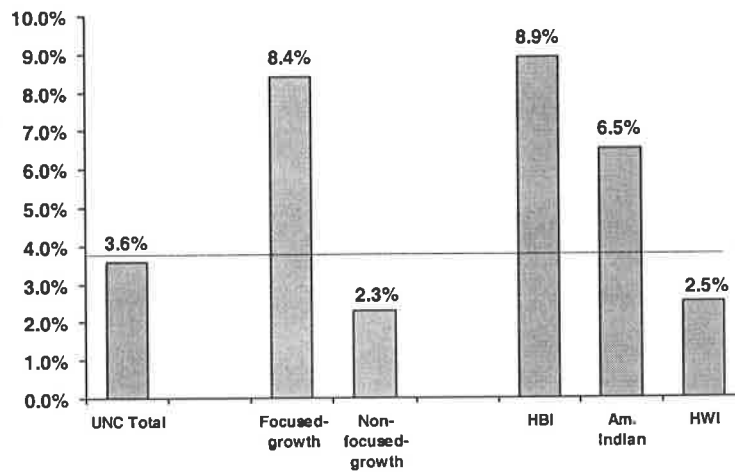
### Percent of Fall Headcount Enrollment Increase Fall 2003



The University of North Carolina Office of the President

UNC-GA ProgAssess/Enr.UG002G/11-5-03

### Percent of Fall Headcount Enrollment Increase Fall 2003



The University of North Carolina Office of the President

UNC-GA ProgAssess/Enr.UG003C/11-5-03



### *Focused-Growth Institutions: Comparison of Fall 2002 and Fall 2003 Headcount Enrollment*

Institution	Fall 2002	Fall 2003		Change (2002-2003)	
	Actual	Target	Actual	Number	Percent
ECSU	2,150	2,270	2,308	158	7.3%
FSU	5,308	5,393	5,329	21	0.4%
NCA&TSU	9,115	9,716	10,030	915	10.0%
NCCU	6,519	6,727	7,191	672	10.3%
UNCP	4,432	4,920	4,722	290	6.5%
WCU	7,033	7,326	7,561	528	7.5%
WSSU	3,495	3,852	4,102	607	17.4%
<b>TOTAL</b>	<b>38,052</b>	<b>40,204</b>	<b>41,243</b>	<b>3,191</b>	<b>8.4%</b>



The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04

### *Change in Freshman Resident/Nonresident Enrollment from Fall 2002 to Fall 2003*

Institution	2002	2003	Increase/ Decrease	% Change	2002	2003	Increase/ Decrease	% Change
	Resident	Resident			Nonresident	Nonresident		
ASU	2,090	2,156	66	3.16%	329	317	-12	-3.65%
ECU	2,832	2,898	66	2.33%	748	636	-112	-14.97%
ECSU	374	400	26	6.95%	90	64	-26	-28.89%
FSU	670	722	52	7.76%	80	80	0	0.00%
NCA&TSU*	1,581	1,697	116	7.34%	462	543	81	17.53%
NCCU	693	872	179	25.83%	150	181	31	20.67%
NCSA**	73	70	-3	-4.11%	127	102	-25	-19.69%
NCSU	3,339	3,499	160	4.79%	393	432	39	9.92%
UNCA	352	471	119	33.81%	76	128	52	68.42%
UNC CH	2,848	2,897	49	1.72%	612	619	7	1.14%
UNCC	2,123	2,181	58	2.73%	307	338	31	10.10%
UNCG	1,837	1,857	20	1.09%	262	199	-63	-24.05%
UNCP	660	753	93	14.09%	62	56	-6	-9.68%
UNCW	1,382	1,535	153	11.07%	258	237	-21	-8.14%
WCU	1,080	1,371	291	26.94%	144	124	-20	-13.89%
WSSU	615	786	171	27.80%	72	111	39	54.17%
<b>UNC TOTAL</b>	<b>22,549</b>	<b>24,165</b>	<b>1,616</b>	<b>7.17%</b>	<b>4,172</b>	<b>4,167</b>	<b>-5</b>	<b>-0.12%</b>

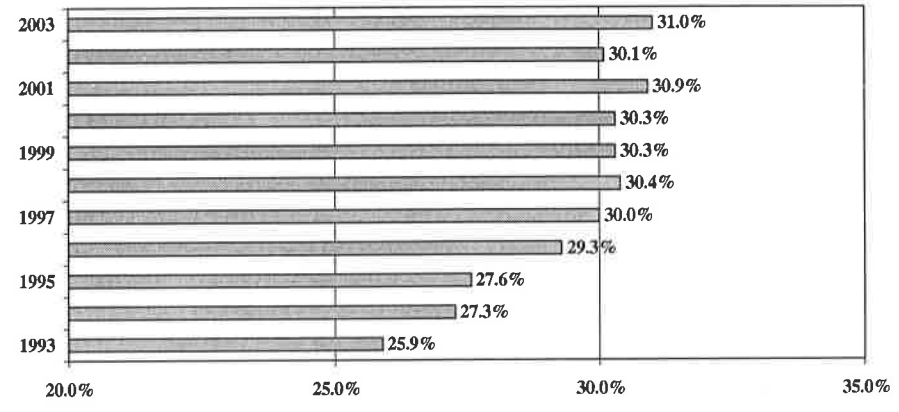


The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04



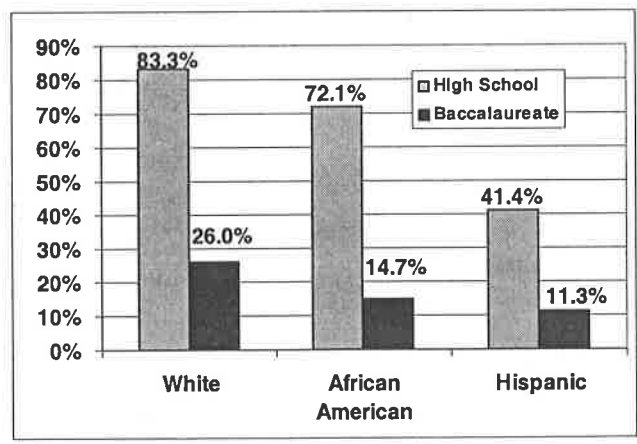
### UNC College-Going Rate for New North Carolina High School Graduates: 1993-2003



The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04

### Educational Attainment by North Carolinians Ages 18 and Older, by Race and Ethnicity: 2000



US Census Bureau

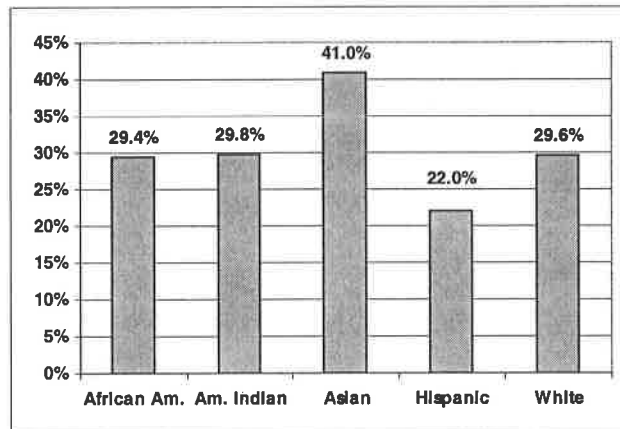


The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04



***Percent Enrollment of 2002 NC High School Graduates in  
UNC Institutions, by Race and Ethnic Group: Fall 2002***



UNC Office of the President



The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04

***Focused-Growth Institutions***

	Fall 1999	Fall 2003	Increase	% increase
ECSU	1,966	2,308	342	17.40%
FSU	4,879	5,329	450	9.22%
NCA&TSU	7,603	10,030	2,427	31.92%
NCCU	5,595	7,191	1,596	28.53%
UNCP	3,062	4,722	1,660	54.21%
WCU	6,580	7,561	981	14.91%
WSSU	2,787	4,102	1,315	47.18%
<b>Total</b>	<b>32,472</b>	<b>41,243</b>	<b>8,771</b>	<b>27.01%</b>
<b>UNC</b>	<b>160,986</b>	<b>183,347</b>	<b>22,361</b>	<b>13.89%</b>



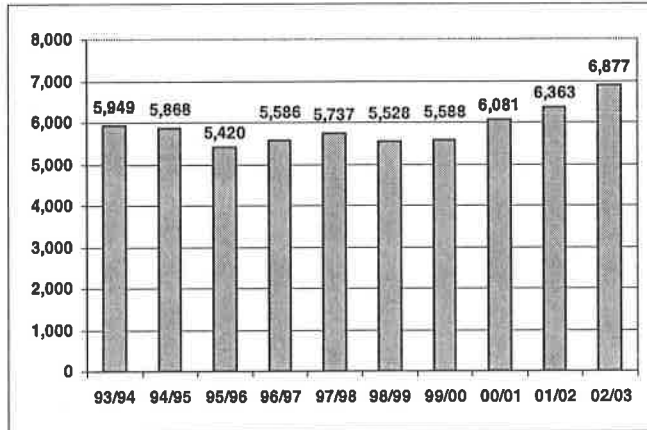
The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04





### *NC Community College Transfers to UNC Institutions, for Academic Years 1993-94 to 2002-03*



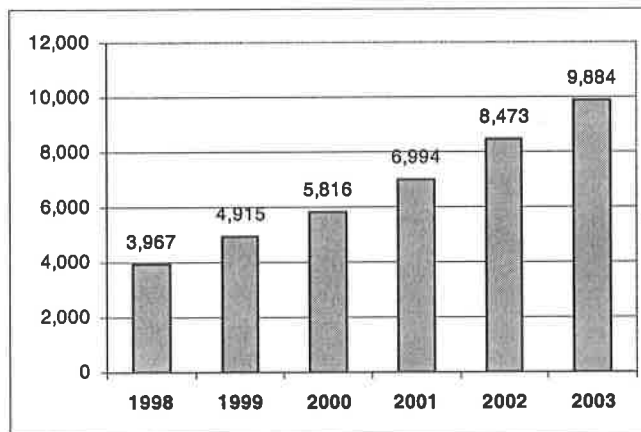
UNC Office of the President



The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04

### *Growth in UNC Off-Campus Distance Education Headcount: 1998-2003*



The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04



### *Achieving Enrollment Plans*

- **UNC has achieved and exceeded the 2000-2010 Enrollment Plan each year.**
- **Growth has been at all levels.**
- **Undergraduate enrollment has increased from 129,375 in 1999 to 145,153 in 2003.**
- **Graduate enrollment has increased from 31,612 in fall 1999 to 38,194 in fall 2003.**
- **Total growth is from 160,987 in fall 1999 to 183,347 in fall 2003, or a total increase of 22,360 students.**



The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04

### *Achieving Enrollment Plans*

	<u>Enrollment Plans for 2003</u>		<u>Actual Enrollment</u>
	<u>7/26/2000</u>	<u>12/17/2001</u>	<u>Fall 2003</u>
<b>Undergraduates</b>	<b>143,612</b>	<b>141,848</b>	<b>145,153</b>
<b>Graduates</b>	<b>29,051</b>	<b>37,299</b>	<b>38,194</b>
<b>TOTAL</b>	<b>172,663</b>	<b>179,147</b>	<b>183,347</b>



The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04



### *Change in Freshman Enrollment*

	<u>Freshman Enrollment</u>		<u>Increase</u>	<u>Percent Increase</u>
	1999	2003		
<b>Residents</b>	20,483	24,165	3,682	18%
<b>Nonresidents</b>	3,950	4,167	217	5%
<b>TOTAL</b>	24,433	28,332	3,899	16%

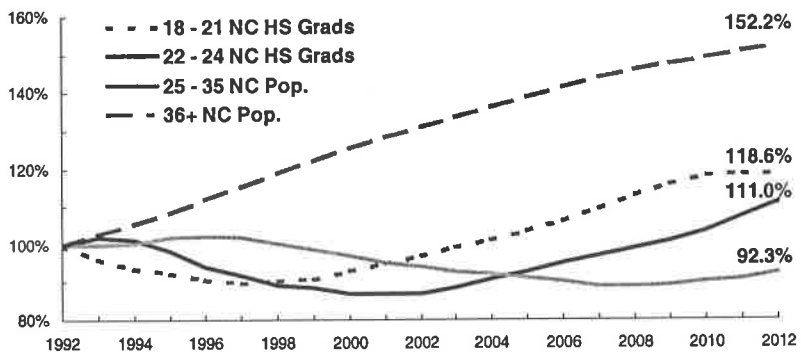
**94% of the increase is due to resident enrollment.**



The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04

### *Pools of Potential In-State Students (Actual & Projected)*



UNC-GA Planning/LRP.AG029.U/12-12-03



The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04



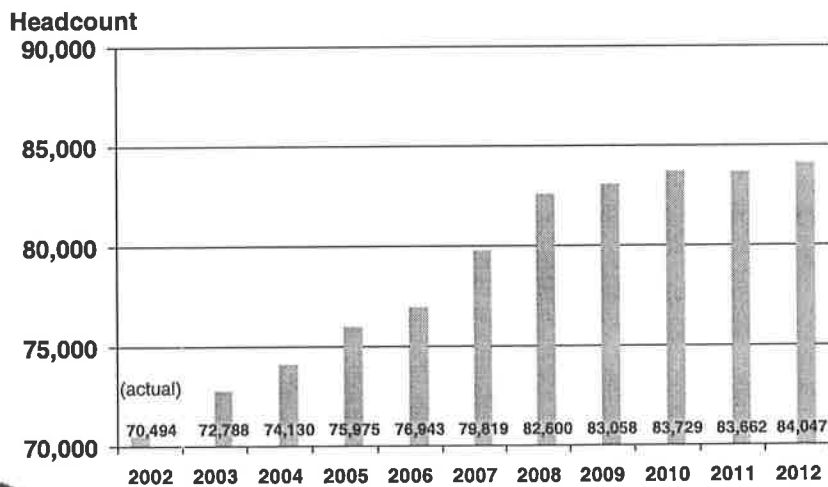
### *Tracking High School Graduates in North Carolina*

- DPI projects high school graduates from public schools in rolling 10-year increments.
- Actual number of high school graduates for the previous year available in late fall.
- OP tracks high school graduates from in-state private schools and special public schools.
- Projected number of North Carolina high school graduates is composed of graduates of public high schools, private high schools, and special public high schools.



The University of North Carolina Office of the President  
UNC-OP Academic Planning/ARM-wmd/01-15-04

### *Projection of North Carolina High School Graduates (2003-2012) (Regular High School Graduates and Graduates of Private & Special Public High Schools)*



The University of North Carolina Office of the President  
UNC-OP Academic Planning/ARM-wmd/01-15-04





## *Projecting Demand for UNC Campuses*

- OP developed and has used a single model to project demand for UNC.
- Two new projection models were developed this year:
  - High School Graduates Projection Model—Provides more detailed data about the size of and demand for freshman enrollment
  - Census Model—Developed to check on expectations at the graduate level.
- Individually and in combination these models provide more tools for projecting and planning enrollment.



The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04

## *UNC Ten-Year Enrollment Growth Plan, 2002-2012 (Fall Headcount Enrollment)*

2002 Actual and Targets for 2007 and 2012

Institution	2002 (actual)	2007 (target)	% Increase (2002-07)	2012 (target)	% Increase (2007-12)	Total Increase	% Increase (2002-12)
ASU	14,178	15,382	8.49%	16,731	8.77%	2,553	18.01%
ECU	20,577	24,569	19.40%	28,500	16.00%	7,923	38.50%
ECSU	2,150	2,848	32.47%	3,578	25.63%	1,428	66.42%
FSU	5,308	5,919	11.51%	6,603	11.56%	1,295	24.40%
NCA&TSU	9,115	12,900	41.52%	15,867	23.00%	6,752	74.08%
NCCU	6,519	8,234	26.31%	9,938	20.89%	3,419	52.45%
NCSA*	817	899	10.04%	923	2.67%	108	12.97%
NCSU	29,637	32,249	8.81%	36,500	13.18%	6,863	23.16%
UNCA	3,391	3,717	9.61%	3,717	0.00%	326	9.61%
UNC CH	26,028	27,868	7.07%	28,871	3.60%	2,843	10.92%
UNCC	18,916	23,504	24.25%	28,430	20.96%	9,514	50.30%
UNCG	14,453	17,387	20.16%	18,683	7.58%	4,230	29.27%
UNCP	4,432	6,446	45.44%	6,786	5.27%	2,354	53.11%
UNCW	10,918	12,348	13.10%	13,641	10.47%	2,723	24.94%
WCU	7,033	9,460	34.51%	10,210	7.93%	3,177	45.17%
WSSU	3,495	5,121	46.52%	6,202	21.11%	2,707	77.45%
<b>TOTAL</b>	<b>176,967</b>	<b>208,831</b>	<b>18.01%</b>	<b>235,180</b>	<b>12.62%</b>	<b>58,213</b>	<b>32.89%</b>

\* NCSA enrollment figures do not include high school students.



The University of North Carolina Office of the President

UNC-OP Academic Planning/ARM-wmd/01-15-04





# The University of North Carolina

OFFICE OF THE PRESIDENT

POST OFFICE BOX 2688, CHAPEL HILL, NC 27515-2688

ALAN R. MABE, *Vice President for Academic Planning*

Telephone: (919) 962-4589 • Fax: (919) 962-7139 • E-mail: mabe@northcarolina.edu

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  
the 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

Wilmington  
State University

Equal Opportunity/  
Affirmative Action  
Employer

December 15, 2003

The Honorable Walter Dalton, Co-Chair  
The Honorable Douglas Yongue, Co-Chair  
The Honorable Robert Grady, Co-Chair  
Joint Legislative Education Oversight Committee  
North Carolina General Assembly  
16 West Jones Street  
Raleigh, North Carolina 27601-2808

Dear Senator Dalton, Representative Yongue, and Representative Grady:

Transmitted herewith is the Fifth Annual Report on UNC Enrollment Planning. This report is submitted in response to North Carolina Session Laws 1999, Chapter 237, Section 10.8 (UNC Enrollment Planning). This law requires the Board of Governors to "report to the Joint Legislative Education Oversight Committee by December 15 of each year on enrollment planning, current and anticipated growth, and management of capacity to meet the demands for higher education in North Carolina."

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

Sincerely,

Alan R. Mabe

Enclosure

Cc: President Molly Corbett Broad  
Senior Vice President Gretchen M. Bataille  
Vice President James B. Milliken  
Fiscal Research Division



FIFTH ANNUAL REPORT ON  
UNIVERSITY OF NORTH CAROLINA  
ENROLLMENT PLANNING

December 15, 2003



Submitted by the University of North Carolina Board of Governors  
in response to North Carolina Session Laws 1999, Chapter 237,  
General Statute 10.8 of the North Carolina General Assembly



# Contents

<b>I. ENROLLMENT PLANNING.....</b>	<b>1</b>
<b>A. Meeting the Projections of the 2000-2010 Enrollment Plan .....</b>	<b>2</b>
<b>B. Enrollment Projections: Population Pools and UNC Participation Rates.....</b>	<b>2</b>
Pools of Potential Students by Age Group or Cohort.....	3
Historic UNC Attendance Rates.....	3
Growth in High School Graduates in North Carolina.....	4
Financial Aid.....	5
<b>C. Planning to Accommodate Projected Enrollment Growth.....</b>	<b>5</b>
<b>II. CURRENT AND ANTICIPATED ENROLLMENT GROWTH.....</b>	<b>7</b>
<b>A. Fall 2003 Enrollment.....</b>	<b>7</b>
Diversity .....	9
Distance Education.....	9
Increase in Enrollment, Diversity, and SAT Scores.....	9
<b>B. Revised Fall Headcount Enrollment Planning for 2002-2012.....</b>	<b>10</b>
<b>III. MANAGEMENT OF CAPACITY.....</b>	<b>10</b>





# FIFTH ANNUAL REPORT ON UNC ENROLLMENT PLANNING

December 15, 2003

North Carolina Session Laws 1999, c. 237, s. 10.8 (UNC Enrollment Planning)

*The Board of Governors shall report to the Joint Legislative Education Oversight Committee by December 15 of each year on enrollment planning, current and anticipated growth, and management of capacity to meet the demands for higher education in North Carolina. These reports shall continue through December 2005.*

## I. Enrollment Planning

It is the statutory responsibility of the University of North Carolina to extend the benefits of higher education to the people of North Carolina. Among the six strategic directions that drive the Board of Governors' UNC long-range plan for 2002-2007 is the following: *Access: Ensure affordability and access to higher education for all who qualify and embrace a vision of lifelong learning.* Included among the major strategies associated with this strategic direction are the following:

- ◆ Implement and monitor annually the 10-year enrollment plan adopted by the Board of Governors in response to the anticipated surge in enrollments, with special attention to efforts to increase enrollments at focused-growth institutions.
- ◆ Continue to promote access, retention, and graduation of traditionally underrepresented segments of North Carolina's population, implementing and monitoring the strategies outlined in the diversity plan adopted by the Board of Governors in 2001.
- ◆ Ensure financial access to North Carolina residents by keeping tuition and fees as low as practicable, while continuing to expand need-based financial aid resources for low-income students.
- ◆ Facilitate educational access through the effective use of information technology to provide information on educational opportunities (e.g., CFNC and Pathways), to offer e-learning courses and programs, to deliver academic and student services, and to promote inter-institutional collaboration in course and program delivery.
- ◆ Continue to promote collaboration with community colleges through initiatives such as the North Carolina Comprehensive Transfer Articulation Agreement, delivery of baccalaureate completion and graduate programs at community college sites, and enrollment planning.
- ◆ Assist North Carolina in reaching its goal of closing the gap between the state and the national average with respect to the percent of residents who have earned a bachelor's degree or higher, with no significant differences between the educational attainment of majority and minority populations.
- ◆ Maximize the capacity of UNC institutions to serve the anticipated enrollment growth through more efficient use of on-campus facilities, increased summer school



enrollment, expanded use of off-campus instruction sites, new academic programs, and e-learning.

- ◆ Ensure the timely and cost effective construction and renovation of facilities to accommodate current students and anticipated enrollment growth.

The Board of Governors adopted the first ten-year enrollment plan for UNC in April 1999 to cover the period 1998-2008. At that time, it was understood that the plan would have to be monitored carefully and be revised and updated biennially. This was accomplished with the adoption in June 2001 of an updated 10-year enrollment plan for the period 2000-2010. In concert with developing the *Long-Range Plan 2004-2009*, which will be presented to the Board of Governors in January 2004, UNC is revising its ten-year enrollment plan to cover the years 2002-12.

### ***A. Meeting the Projections of the 2000-2010 Enrollment Plan***

A significant factor in the justification of the 2000 Bond Program was the need to accommodate student demand for access to UNC institutions. There has been significant growth at all levels and UNC has exceeded the 2000-2010 enrollment plan each year. Undergraduate enrollment has grown from 129,375 in fall 1999 to 145,153 in fall 2003; graduate enrollment has increased from 31,612 in fall 1999 to 38,194 in fall of 2003, which combined is an increase from 160,987 to 183,347 or an increase of 22,360 students.

The planned enrollment number from the initial 2000-2010 plan for fall 2003 was 172,633. The fall 2003 actual enrollment was 183,347 or 10,684 students more than contemplated in the summer of 2000. Careful planning and adjustment in planned numbers have been made along the way and the fall 2003 enrollment was just 630 students more than the headcount plan associated with the enrollment change budget for that year.

First-time-in-college freshman enrollment has grown from 24,433 in fall 1999 to 28,332 in the fall of 2003. Resident freshmen have grown from 20,483 in fall 1999 to 24,165 in fall 2003, an 18 percent increase. Nonresident freshmen have grown from 3,950 to 4,167 in the same period.

The enrollment projections and plans made in connection with the bond program have all been met and exceeded, and current analysis suggests this will continue to be the pattern for UNC growth.

### ***B. Enrollment Projections: Population Pools and UNC Participation Rates***

The first step in updating the UNC enrollment plan was the development of enrollment projections. Projections must be understood for what they are—planning tools that enable the University to estimate future “demand”—the number of students that could be expected to enroll in future years if past trends continue into the future.

The UNC projections are designed to identify expected future enrollment for the 16 UNC constituent institutions. It assumes that the other sectors of higher education in North Carolina (the NCCCS and independent colleges and universities) will do projections for their respective institutions. Total future demand for higher education in North Carolina can be determined by summing the projections of these three sectors.



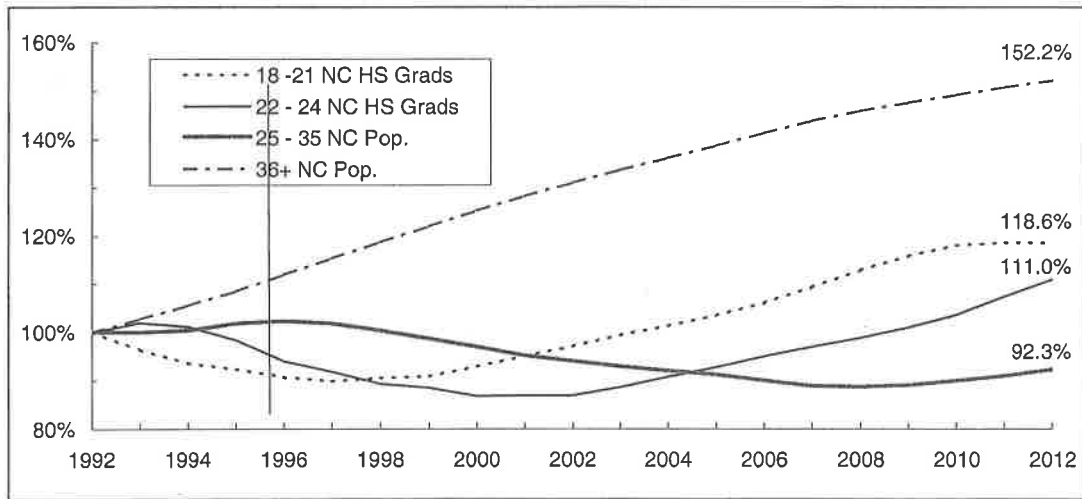
The UNC enrollment projections are built on extrapolations of two elements: 1) pools of potential students by age group or cohort (e.g., 18-21, 22-24, 25-35, and 36 and older) for the planning period to estimate the total potential “market,” and 2) the historic UNC attendance rates of these groups to determine the percent of that market that has traditionally enrolled at a UNC institution. Continuation of enrolled students is factored in as well.

***Pools of Potential Students by Age Group or Cohort***

UNC relies upon population projections by independent sources for the number of potential students in various age cohorts. For North Carolina public high school graduates, UNC uses the projections of high school graduates provided by the NC Department of Public Instruction and for special and private high school graduates the projections by the Office of the President. For age groupings of North Carolinians, UNC uses the most recent projections supplied by the U.S. Census Bureau. These population projections represent potential demand.

Figure 1 plots data on percentage changes in the actual and projected pools of potential in-state students. The data show that the primary pool of potential undergraduates—18-21 year-old public high school graduates—will increase steadily throughout the decade.

**Figure 1. Pools of Potential In-State Students (Actual & Projected)**



UNC-GA Planning/LRP.AG029.U/12-12-03

***Historic UNC Attendance Rates***

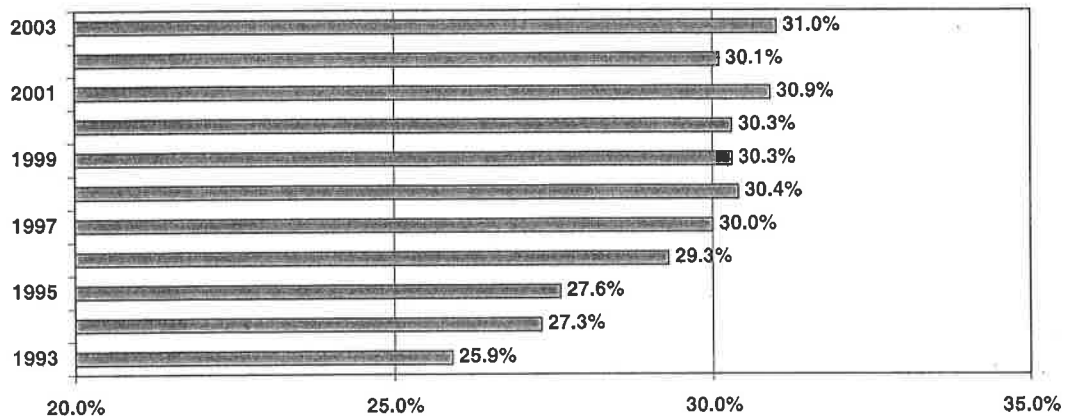
To determine what percent of this potential demand can be expected to enroll at a UNC institution, the projections take into account the UNC attendance rates of members of these various population pools or cohorts at each UNC institution over the past seven years. This reduces the focus from the entire North Carolina population (or “market”) to that percentage of the population that has historically enrolled in UNC institutions. The projections multiply the projected attendance rate of each age cohort by the projected size of that group for a given year at each campus, thus producing an annual enrollment projection for each constituent institution. Projections for the campuses are then summed



to produce a total UNC projection of enrollment demand. Given the high cost of nonresident tuition, the model assumes that the participation rate of nonresident undergraduates will remain relatively stable.

Figure 2 depicts UNC attendance rates for North Carolina high school graduates over the past decade. Fall 2003 participation rose to its highest level ever at 31 percent based on DPI's 10-29-03 estimate of the number of high school graduates. With some small fluctuations, there has been a steady growth in participation rising from 25.9 percent in 1993 to the current 31 percent. These data suggest that the range for participation for NC high school graduates is likely to be between 30% and 32% in the near term.

**Figure 2. UNC College-Going Rate for North Carolina High School Graduates: 1993-2003**



### *Growth in High School Graduates in North Carolina*

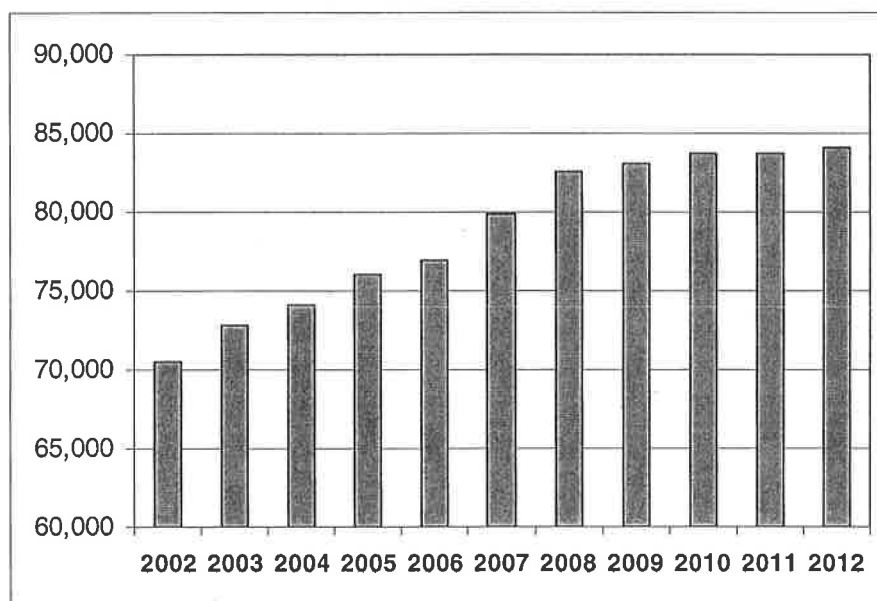
North Carolina is experiencing a significant increase in high school graduates during this decade, with the steepest increase continuing to 2008 and then leveling off slightly. These projections are based on the NC Department of Public Instructions projections for public high schools and the Office of the President's projections for special public high school and private high schools. UNC's projections combine the two sources.

The information in Figures 1, 2, and 3 suggests that UNC will continue to experience enrollment increases throughout the decade at the undergraduate level. However, the University also expects participation rates to increase among students seeking graduate and first professional degrees. This will be a result of increased numbers of students receiving baccalaureate degrees and the demand of older citizen to complete degrees or seek new degrees relevant to the changed economy. The availability of distance and online degree programs will enhance UNC's ability to serve these older citizens.





**Figure 3. Projected North Carolina High School Graduates: 2002-2012**



### ***Financial Aid***

The Board of Governors established a Task Force on Student Financial Aid to address the needs of those who were least able to attend college because of financial concerns. As the need-based financial aid plan was developed, UNC trailed other major institutions in the nation in funding for need-based financial aid. To help address this issue, the UNC Need Based Financial Aid Program was inaugurated for the 2000-2001 academic year, using the formula recommended in the report of the Task Force on Student Financial Aid presented to the Board of Governors in November 1999. The formula takes advantage of federal data collection (so no additional application for this program is required) and fully leverages other federal funds such as Pell Grants and tax credits. Due to continuing funding by the General Assembly, over 25,000 students have been aided through this program for 2003-2004. The budget now allows funding for all four classes of undergraduate students. Fund information is offered via the Internet so that all campuses at which a student expresses an interest are simultaneously notified of grant eligibility and can include the UNC Need Based Grant in their aid offers before an enrollment decision is made.

The State Education Assistance Authority released an affordability study in November 2003. Its finding on three broad measures of affordability -- the college-going rate in North Carolina, the net price of college in relation to family income, and average cumulative student debt upon graduation -- indicate that "despite increased prices, higher education for North Carolinians remains affordable...."

### ***C. Planning to Accommodate Projected Enrollment Growth***

Enrollment projections do not constitute an enrollment plan. Rather, they serve as a planning tool that enables institutional leaders to estimate future enrollment demand. The



next step is to determine whether (and how) the institution—or, in the case of a system, all of the constituent institutions combined—can meet the projected demand. The answer requires an evaluation of several elements—e.g., institutional mission, current physical capacity, and future capacity for growth.

Development of the UNC enrollment plan was guided by the following principles:

- ◆ Use existing capacity to the fullest extent possible.
- ◆ Promote economies of scale and stronger institutional financial capacity by setting a target of at least 5,000 to 6,000 students for most campuses.
- ◆ Restrain enrollment growth at UNC Asheville and the North Carolina School of the Arts in recognition of their special missions.
- ◆ Serve some of the projected enrollment growth through distance learning at off-campus sites and through e-learning.
- ◆ Implement the Bond Program to provide additional and upgraded dormitory space and campus facilities to accommodate growth.

Applying these principles in partnership with UNC chancellors, each board of trustees adopted appropriate targets for enrollment growth for each campus. The process began by asking each constituent institution to review its respective enrollment projections and then to indicate the extent to which it could accommodate or exceed its projected enrollment growth. For some UNC institutions, the challenge in serving projected enrollment growth on campus was the lack of adequate facilities, which required assignment of targets that were lower than their projected enrollment growth. On the other hand, seven institutions with then-current capacity on campus and, in five cases, total enrollments below 6,000 students, were targeted for above-average enrollment growth—ECSU, FSU, NCA&T, NCCU, UNCP, WCU, and WSSU. To assist these institutions in meeting ambitious growth targets, the North Carolina General Assembly has appropriated over \$20 million in recurring funds. These funds have been used to develop comprehensive enrollment growth plans, improve instruction, develop new academic programs, promote greater operating efficiencies, enhance development offices, strengthen facilities management capabilities, and now are being used to address additional stresses on campus services due to the success of the Focused-Growth Plan.

In the expectation that some students would prefer the convenience of distance education, institutions were encouraged to consider meeting some of their projected demand through off-campus sites and e-learning.

The 2000-2010 enrollment plan took into account population projections and enrollment data available since 1999, when the original plan was adopted; enrollment projections by the Office of the President blended with the projections of individual campuses; current and anticipated (as a result of the \$2.5 billion bond issue) enrollment capacity on each campus; and each institution's strategic plan, in particular its proposed role in distance education. Table 1 summarizes the targets set (on-campus and off-campus enrollments combined) by institution for the period 2000-2010.



## II. Current and Anticipated Enrollment Growth

### A. Fall 2003 Enrollment<sup>1</sup>

The UNC enrollment plan set enrollment targets for two five-year periods (2000-2005 and 2005-2010), with the understanding that both the plan itself and the projections upon which it is based must be carefully monitored and revised as necessary. The University now has enrollment information for the first four years covered by the new plan (fall 2000, fall 2001, fall 2002, and fall 2003). Table 2 compares fall 2003 enrollment with fall 2002 enrollment and with the targets set for fall 2003.

As Table 2 shows, headcount enrollment in fall 2003 reached a record high of 183,347 students. This is an increase of 6,380 (or 3.6 percent) over the 176,967 students who were enrolled in fall 2002. This marks the third year in a row that the enrollment increase exceeded 6,000 students. The University as a whole exceeded the combined enrollment targets set for the 16 UNC institutions by 680 students. The resulting enrollment was only 0.3 percent above the planned enrollment.

**Table 1. UNC Ten-Year Enrollment Growth Plan (2000-2010)**

Fall headcount enrollment, 2000 actual and targets for 2005 and 2010, on-campus and off-campus enrollment combined							
Institution	2000 (actual)	2005 (target)	% increase (2000-05)	2010 (target)	% increase (2005-10)	Total Increase	% increase (2000-10)
ASU	13,227	14,850	12.27%	16,600	11.78%	3,373	25.50%
ECU	18,750	22,630	20.69%	27,500	21.52%	8,750	46.67%
ECSU	2,035	2,590	27.27%	3,270	26.25%	1,235	60.69%
FSU	4,487	5,480	22.13%	6,260	14.23%	1,773	39.51%
NCA&T	7,748	9,340	20.55%	11,000	17.77%	3,252	41.97%
NCCU	5,476	6,980	27.47%	8,230	17.91%	2,754	50.29%
NCSA*	768	840	9.38%	900	7.14%	132	17.19%
NCSU	28,619	31,020	8.39%	36,000	16.05%	7,381	25.79%
UNCA	3,292	3,530	7.23%	3,760	6.52%	468	14.22%
UNC-CH	24,892	28,100	12.89%	29,250	4.09%	4,358	17.51%
UNCC	17,241	20,430	18.50%	24,130	18.11%	6,889	39.96%
UNCG	13,125	15,360	17.03%	18,330	19.34%	5,205	39.66%
UNCP	3,445	5,170	50.07%	6,140	18.76%	2,695	78.23%
UNCW	10,100	11,270	11.58%	12,320	9.32%	2,220	21.98%
WCU	6,699	7,840	17.03%	9,530	21.56%	2,831	42.26%
WSSU	2,857	3,830	34.06%	4,780	24.80%	1,923	67.31%
<b>TOTAL</b>	<b>162,761</b>	<b>189,260</b>	<b>16.28%</b>	<b>218,000</b>	<b>15.19%</b>	<b>55,239</b>	<b>33.94%</b>

\* NCSA enrollment figures do not include high school students.

<sup>1</sup> This year marks the fourth year that the University's report on fall enrollment includes off-campus enrollments. These data are included because (a) off-campus enrollments are now funded on the same basis as on-campus enrollments; (b) the board's enrollment strategies encompass both forms of enrollment; and (c) this convention is consistent with federal guidelines for reporting fall enrollments.



**Table 2. Comparison of Fall 2002 and Fall 2003 Headcount Enrollment**

Institution	Fall 2002	Fall 2003		Change (2002-2003)	
	Actual	Target	Actual	Number	Percent
ASU	14,178	14,330	14,343	165	1.2
ECU	20,577	21,659	21,756	1,179	5.7
ECSU	2,150	2,270	2,308	158	7.3
FSU	5,308	5,393	5,329	21	0.0
NCA&TSU	9,115	9,716	10,030	915	10.0
NCCU	6,519	6,727	7,191	672	10.3
NCSA	817	800	792	-25	-0.3
NCSU	29,637	30,108	29,854	217	0.1
UNCA	3,391	3,535	3,446	55	0.2
UNC CH	26,028	26,561	26,359	331	0.1
UNCC	18,916	19,519	19,605	689	3.6
UNCG	14,453	14,793	14,870	417	2.9
UNCP	4,432	4,920	4,722	290	6.5
UNCW	10,918	11,158	11,079	161	1.5
WCU	7,033	7,326	7,561	528	7.5
WSSU	3,495	3,852	4,102	607	17.4
<b>TOTAL</b>	<b>176,967</b>	<b>182,667</b>	<b>183,347</b>	<b>6,380</b>	<b>3.6</b>

All sixteen institutions experienced enrollment growth for fall 2003 except NCSA. Eight institutions, including six focused-growth campuses, equaled or exceeded the system-wide average rate of growth of 3.6 percent—WSSU (16.8%), NCCU (10.3%), NCA&TSU (10.0%), WCU (7.5%), ECSU (7.3%), ECU (6.0%), and UNCC (3.6%). The headcount growth was most dramatic among seven institutions, each with increases of 500 or more students—ECU (1,179), NCA&TSU (915), UNCC (689), NCCU (672), WSSU (607), and WCU (528).

Each of the seven focused-growth institutions experienced growth, and only FSU did not exceed the system percentage increase. As a group, the focused-growth institutions grew by 8.4 percent, as compared to 2.3 percent among the non-focused-growth institutions and the 3.6 percent overall growth rate. Historically black and historically American Indian institutions grew at a faster pace (8.9 percent and 6.5 percent, respectively) than did historically white institutions (2.5 percent).

Specific groups of students that experienced above average increases in their enrollment this year include:

- ◆ First-time students at all degree levels (up 5.9 percent)
- ◆ 18- to 24-year-old students (up 3.3 percent)
- ◆ Full-time students (up 3.8 percent)
- ◆ Minority students (up 7.2 percent)
- ◆ Women (up 4.1 percent)





## *Diversity*

Minority enrollment (of those identified) increased by 3,437 students (7.2 percent) and is 29.2 percent of the University's enrollment adjusted for those whose race is not known, up from last year's 28.2 percent. In percentage terms, the growth rate for the four identified minority groups exceeded the growth rate for white students, which was 1.9 percent or 2,282. The percentages are:

- ◆ African American students (up 7.3 percent or 2,761 students)
- ◆ American Indian students (up 2.9 percent or 58 students)
- ◆ Asian students (up 5.5 percent or 297 students)
- ◆ Hispanic students (up 11.3 percent or 321 students)

African American enrollment increased at both the historically black institutions (9.7 percent) and the historically white institutions (3.6 percent). White enrollment increased at both the historically black institutions (3.8 percent) and historically white institutions (1.7 percent). Taken together, these changes produced an enrollment at the historically white institutions that is 10.6 percent African American (up slightly from last year), and an enrollment at the historically black institutions that is 13.6 percent white (down slightly from last year). In percentage terms, this is the sixth year in a row that African American students have exceeded 10 percent of the total enrollment at the historically white institutions. This means that 41.6 percent (16,904) of UNC's African American students now enroll at historically white or historically American Indian institutions. By contrast, 5.2 percent (6,457) of UNC's white students enroll at historically African American or American Indian institutions.

## *Distance Education*

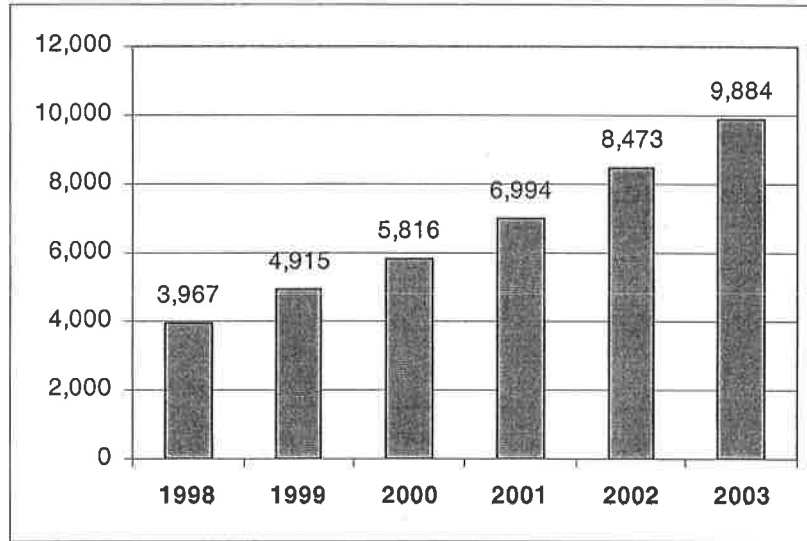
The number of students enrolled in off-campus distance education courses this fall and not taking courses on campus was 9,884, an increase of 1,411 (16.7 percent) as shown in Figure 4. An additional 4,545 students enrolled in distance education courses while taking courses on-campus, for a total of 14,429 students enrolled in such courses. This suggests that growing numbers of regular session students are choosing to take distance-learning courses, generally through the use of information technology. As might be expected, distance education courses are especially convenient for nontraditional students (age 25 and older), who constitute 73.9 percent of off-campus enrollment.

## *Increase in Enrollment, Diversity, and SAT Scores*

Not only has UNC experienced record enrollment growth but both diversity and freshmen SAT scores have increased. The University is more diverse overall and eight institutions have increased diversity as defined for their campuses (ASU, ECU, NCA&TSU, NCSU, UNCA, UNC CH, UNCP, UNCW). Eleven institutions saw the average SAT for first-time-in-college students increase (ECU, ECSU, NCA&TSU, NCSU, UNC CH, UNCC, UNCG, UNCP, UNCW, WCU, WSSU). The UNC average SAT score increased from 1072 to 1075.



**Figure 4. Growth in UNC Off-Campus Distance Education Headcount: 1998-2003**



**B. Revised Fall Headcount Enrollment Planning for 2002-2012**

The enrollment projections that formed the basis for the 2000-2010 enrollment plan were generated using enrollment data from fall 1994 through fall 2000. With the additional fall 2001 and 2002 data, projections were revised and extended to fall 2012.

These projections suggest that total fall headcount enrollment will rise to approximately 235,000 by fall 2012. The UNC enrollment plan established planned targets for the 16 constituent institutions that sum to just over 208,000 by 2007, and to just over 235,000 for fall 2012. Projected enrollment growth for the ten-year period (2002-12) is approximately 58,213 or a 32.9 percent increase over fall 2002.

While the increase in high school graduates will begin to level off as we approach 2012, the impact of the rapid growth of high school graduates will be felt for several years subsequent to 2012, as they complete undergraduate study and contribute to a growing demand for graduate education. Table 3 summarizes by campus and for UNC what the expectations are for the next ten-year period.

**III. Management of Capacity**

The 2002-12 UNC enrollment plan, like the previous plan, is based on the concept of maximizing the efficient use of existing capacity and taking advantage of the new and renovated facilities being provided by the bond program. The space planning standards adopted by the Board of Governors in 1998 represent an aggressive adaptation of space standards promulgated by university systems throughout the United States. Applying these standards, institutions are better able to determine how efficiently they are using existing campus facilities and how many students they ought to be able to serve on campus, and can predict the kinds of new facilities they will require in order to meet the long-range enrollment targets.



**Table 3. UNC Ten-Year Enrollment Growth Plan (2002-2012)**

Fall headcount enrollment, 2002 actual and planned targets for 2007 and 2012							
Institution	2002 (actual)	2007 (target)	% increase	2012 (target)	% increase	Total Increase	% increase
ASU	14,178	15,382	8.49%	16,731	8.77%	2,553	18.01%
ECU	20,577	24,569	19.40%	28,500	16.00%	7,923	38.50%
ECSU	2,150	2,848	32.47%	3,578	25.63%	1,428	66.42%
FSU	5,308	5,919	11.51%	6,603	11.56%	1,295	24.40%
NCA&T	9,115	12,900	41.52%	15,867	23.00%	6,752	74.08%
NCCU	6,519	8,234	26.31%	9,938	20.69%	3,419	52.45%
NCSA *	817	899	10.04%	923	2.67%	106	12.97%
NCSU	29,637	32,249	8.81%	36,500	13.18%	6,863	23.16%
UNCA	3,391	3,717	9.61%	3,717	0.00%	326	9.61%
UNC-CH	26,028	27,868	7.07%	28,871	3.60%	2,843	10.92%
UNCC	18,916	23,504	24.25%	28,430	20.96%	9,514	50.30%
UNCG	14,453	17,367	20.16%	18,683	7.58%	4,230	29.27%
UNCP	4,432	6,446	45.44%	6,786	5.27%	2,354	53.11%
UNCW	10,918	12,348	13.10%	13,641	10.47%	2,723	24.94%
WCU	7,033	9,460	34.51%	10,210	7.93%	3,177	45.17%
WSSU	3,495	5,121	46.52%	6,202	21.11%	2,707	77.45%
<b>TOTAL</b>	<b>176,967</b>	<b>208,831</b>	<b>18.01%</b>	<b>235,180</b>	<b>12.62%</b>	<b>58,213</b>	<b>32.89%</b>

\* NCSA enrollment figures do not include high school students.

Using its space planning standards, the University was able to compare the number of students projected to enroll over the coming two five-year periods with the estimated capacity at each UNC institution. Development of this plan took into account capital projects that were funded as a result of the successful UNC/Community College bond program. The University has developed an aggressive schedule that projects when each project will be designed, bid, and ultimately completed. This has aided considerably in estimating future enrollment capacity at each campus. All the bond projects are scheduled to be completed by the end of 2009. In developing the 2004-2014 UNC enrollment plan, facilities for accommodating the increases will again have to be carefully evaluated.

The UNC enrollment plan is built on an effort to reduce somewhat the need for new facilities over the next decade by gradually modifying traditional enrollment patterns. This plan presumes that the focused-growth campuses will continue to grow at rate higher than the growth rate of UNC as a whole. Second, the plan seeks to meet some of the projected demand off campus through distance education. In fall 2003 UNC institutions served almost 10,000 students off-campus either through site-based distance education or online programs. This represents 5.4 percent of the total fall headcount enrollment. By 2012 the UNC enrollment plan calls for approximately 22,000 students to



be taught through distance and online education. This increase would represent nearly 20 percent of total anticipated enrollment growth.

Another strategy to maximize capacity is expansion of enrollment in summer sessions. Like distance education before it was fully funded in 1998-99, summer school degree-credit instruction receives minimal state funding and so is essentially self-supporting. This constrains the ability of campuses to make full use of summer session to deliver degree-credit courses. In order to support instructional costs, most campuses must charge higher tuition in the summer and lack financial aid to assist low-income students. Therefore many students cannot afford summer school courses. Second, in order to be economically viable, courses must attract a high enrollment. This generally limits courses to those at the introductory level and makes it too costly to offer many of the upper division courses that juniors and seniors require to complete their degrees.

Adequate state funding for summer instruction would enable campuses to expand their summer offerings, thereby making year-round use of their facilities more feasible, hastening degree completion, and opening more places for future students. As a test of this thesis, the University's budget request for 2003-05 included a proposal for funding of pilot summer programs at North Carolina A&T State University, North Carolina State University, and UNC Wilmington. The pilots, if funded, would run for three years. If successful, the board would follow with a request for summer school funding based on an application of the regular-term funding model. With year-round utilization of their facilities, UNC campuses would increase their effectiveness in meeting the growing demand for higher education.





**GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2003**

**SESSION LAW 2003-284  
HOUSE BILL 397**

AN ACT TO APPROPRIATE FUNDS FOR CURRENT OPERATIONS AND CAPITAL IMPROVEMENTS FOR STATE DEPARTMENTS, INSTITUTIONS, AND AGENCIES, AND FOR OTHER PURPOSES, AND TO IMPLEMENT A STATE BUDGET THAT ENABLES THE STATE TO PROVIDE A SUSTAINABLE RECOVERY THROUGH STRONG EDUCATIONAL AND ECONOMIC TOOLS.

**MORE AT FOUR PROGRAM**

**SECTION 10.40.(e)** The Department of Health and Human Services, the Department of Public Instruction, and the Task Force shall submit a progress report by January 1, 2004, and May 1, 2004, to the Joint Legislative Commission on Governmental Operations, the Joint Legislative Education Oversight Committee, the Senate Appropriations Committee on Health and Human Services, the House of Representatives Appropriations Subcommittee on Health and Human Services, and the Fiscal Research Division. This final report shall include the following:

- (1) The number of children participating in the program.
- (2) The number of children participating in the program who have never been served in other early education programs, such as child care, public or private preschool, Head Start, Early Head Start, or early intervention programs.
- (3) The expected expenditures for the programs and the source of the local match for each grantee.
- (4) The location of program sites and the corresponding number of children participating in the program at each site.
- (5) Activities involving Child Find in counties.
- (6) A comprehensive cost analysis of the program, including the cost per child served by the program.
- (7) The plan for expansion of "More At Four" through existing resources as outlined in this section.



## More at Four Pre-Kindergarten Program

January 1, 2004  
Legislative Report Overview

---

---

---

---

---

---

---

---

### *More at Four Purpose/Goals*

- Readiness for Kindergarten (closing the gap) for at-risk children
- 40-45,000 four-year-olds are at risk in NC based on income. 10,000 of these had no child care or educational service
- Developmentally appropriate educational program
- Voluntary program
- Build on existing service delivery system

---

---

---

---

---

---

---

---

### *Why More at Four Pre-K is Needed*

- Solid research supports pre-K education as an essential in raising achievement of at-risk children.
- 50% of the achievement gap is set by age 5; once behind it is hard to catch up.
- 16% annual return on investment for pre-k in one experimental study (Minneapolis Federal Reserve Analysis).

---

---

---

---

---

---

---

---

**Implementation of *More at Four***

- State Collaboration: DHHS, DPI, Governor's Office, NCPC
- State develops standard/guidelines
- Community Collaboration – all relevant early childhood groups to be involved
- Develop Local Plan for serving children and leveraging resources
- Orientation & professional development by State *More at Four* Office & locally

---

---

---

---

---

---

---

---

***More at Four* - High Standards**

- Research-based curriculum required
- B-K license or working toward it for teachers
- Maximum class size of 18; staff of 2
- Star-rated license of 4- or 5-star required; 3-star possible if 4-star attained in 3 years
- Higher credentials for teacher assistants and administrators

---

---

---

---

---

---

---

---

**Growth from 2001-02:  
Children Served**

- 2001-02: 1,240+ children
- 2002-03: 6,271 children
- 2003-04
  - 12/31/03 9,232 children served
  - Jan./Feb. 10,000 (Program at capacity)

---

---

---

---

---

---

---

---

**Risk Factors: 2002-03**

- 84% - Eligible for free/reduced lunch
- 32% - Lived in multiple places during year or homeless
- 29% - Mother with no high school diploma
- 43% - Parents unemployed
- 19% - Parents employed less than 12 mo.
- 11% - Identified disability
- 11% - Non-English speaking;
- 8% - Limited English proficiency

---

---

---

---

---

---

---

---

**Service Priority: 2002-03**

- 70% - Never served in child care setting
- 89% - Never or currently unserved
- 75% - Never received care in a regulated setting

---

---

---

---

---

---

---

---

**Accountability for *More at Four***

- Focus on outcomes
- "Buying" the same program regardless of setting or geographic location
- Know who is served, where, when, and under what conditions
- No monthly reimbursement for a child unless child is actually served
- External evaluation in place

---

---

---

---

---

---

---

---

**Preliminary Child Outcomes:  
External Evaluation 02-03**

- 8 measures focusing on language literacy skills, pre-math skills, and general knowledge.
- 2 teacher ratings of positive social skills and of problem behaviors.
- Significant gains across the board (decrease in problem behaviors less dramatic).

---

---

---

---

---

---

---

---

**Preliminary Child Outcomes:  
External Evaluation – Cont.**

- Children at greater risk tended to show more gains.
- Those with higher service priority level (unserved) tended to make greater gains in math

---

---

---

---

---

---

---

---

**Service Settings: 02-03**

Site Type	Percent of Sites	Percent of Children
Public Schools	49.0%	45.9%
Private, For-Profit Centers	27.3%	31.4%
Private, Non-Profit Centers	11.4%	11.1%
Head Start	10.5%	8.9%
Other/Not rept.	1.9%	2.7%

---

---

---

---

---

---

---

---

**Expenditures: 2002-03**

\$18,010,039

- Classroom Funds 91.3%
- Start-up : \$1,966,263 10.9%
- Operational : \$14,485,165 80.4%
- Professional Development: 1.4%
- Education Assistance: 2.5%
- External Evaluation & Database 2.3%
- Administrative Costs 2.6%

---

---

---

---

---

---

---

---

**Summary of Accomplishments**

- Expanded to 99 counties; 100<sup>th</sup> will be on board by end of January 2004
- Served 2,961 more children as of 12/31/03 than during 2002-03
- Primarily served children with risk factors who were previously unserved
- Improved children's skills; more prepared for school
- Maximized and leveraged resources
- Varied settings used, building on existing service delivery system

---

---

---

---

---

---

---

---







***More at Four* Progress Report  
to the North Carolina General Assembly**

**December 31, 2003**

---

**Submitted by**

- ***More at Four* Pre-Kindergarten Program**
- **Department of Health and Human Services**
- **Department of Public Instruction**
- ***More at Four* Pre-Kindergarten Program Task Force**





## Table of Contents

I.	Overview of the <i>More at Four</i> Pre-Kindergarten Program.....	1
II.	<i>More at Four</i> Program Implementation, SFY 2002-03.....	3
	A. Children Served.....	3
	B. Preliminary Child Outcomes, SFY 2002-03.....	4
	C. County and Site Participation.....	5
	D. Teacher Credentials.....	6
	E. SFY 2002-03 Expenditure Data.....	6
III.	<i>More at Four</i> Program Implementation, SFY 2003-04 as of December 31, 2003.....	9
	A. Children Served.....	9
	B. County Participation .....	9
	C. SFY 2003-04 Budget Data.....	9
IV.	Summary.....	11
	Appendix A	
	Children Served by <i>More at Four</i> by County in 2002-03 and 2003-04 ....	12
	Appendix B	
	Fall and Spring Child Outcome Scores for 2002-03.....	18



## I. Overview of the *More at Four* Pre-Kindergarten Program

### ***More at Four* is preparing North Carolina's at-risk four-year-olds for success in school**

*More at Four* is North Carolina's educational pre-Kindergarten program to ensure that at-risk four-year-olds start school with the necessary skills for success. The *More at Four* Pre-Kindergarten Program specifically focuses on reaching those four-year-olds who are at risk of school failure due to poverty and other risk factors and who are not served by any other early education program. *More at Four* addresses a gap in the availability of high quality pre-K for preschool children who would most benefit from an early education opportunity, but do not have access to a quality program.

### ***More at Four* is serving at-risk preschool children for its third year**

The *More at Four* Pre-Kindergarten Program began in 2001-02 with an appropriation of \$6.5 million to serve approximately 1,600 children. Funding was awarded competitively to 34 counties across the state to implement *More at Four* pre-kindergarten classrooms. However, because funding was not available until mid-year, no county was able to provide *More at Four* services for a full school year in this first year of implementation.

In 2002-03, the program expanded statewide to serve 7,600 four-year-olds in the second year, with a total appropriation of \$34.5 million. Funding to implement *More at Four* was available to every county that chose to participate and an additional 56 counties began providing *More at Four* programs, bringing total participation to 90 counties.

In 2003-04, *More at Four* was expanded to serve 10,000 at-risk four-year-olds statewide, with a total appropriation of \$43.1 million. As of December 31, 2003, 99 counties are participating in *More at Four*.

### ***More at Four* is helping close the achievement gap**

We know that children facing the disadvantages of poverty in their preschool years have less exposure to the basic language and math skills necessary for success in Kindergarten. Children who start Kindergarten behind their classmates may never catch up. Compelling research demonstrates that pre-K programs like *More at Four* are successful in preparing at-risk young children for school.

Several studies of other programs have followed children over many years, finding not only short-term academic benefits of pre-K, but also major long-term academic and social benefits, such as higher academic achievement, more years of educational attainment, lower high school drop-out rates, and lower arrest rates. A plan is in place to evaluate the current and long-term success of *More at Four*.

## ***More at Four* classrooms meet the highest quality standards**

*More at Four* classrooms meet the highest quality standards that have been proven effective in promoting school readiness. Class sizes are small – no more than 18 children per class, with a teacher and teacher assistant. Teachers must be licensed in early childhood education. Programs must use a research-based curriculum and five have been recommended by a committee of curriculum experts. Families are involved in their children's education.

The *More at Four* classroom presents academic content in a developmentally appropriate context. Students in a *More at Four* classroom learn through child-initiated and teacher-initiated activities. Through these activities, children accomplish the work of learning language, math, science, and social skills. Such skills include counting, recognizing some alphabet letters, understanding the world around them, how and why we use books, and the broad range of skills that make future learning possible. Like all high quality programs, *More at Four* classrooms are responsive to cultural diversity and the needs of individual children.

## ***More at Four* fosters coordination and collaboration within North Carolina's early care and education system**

Communities implement *More at Four* classrooms in a variety of settings, including licensed child care centers, public schools, and Head Start programs, according to locally determined needs and resources. At the state and local levels, *More at Four* works closely with Smart Start, the public schools, Head Start, licensed child care providers, the Division of Child Development, the early intervention system and other relevant programs to create a coordinated system of early care and education services for North Carolina's young children.

Building on each community's existing early care and education delivery system, *More at Four* programs are implemented by coordinating with local programs. Local communities develop collaborative plans for implementing *More at Four* classrooms, with shared leadership from Smart Start and the public schools and broad representation from early childhood service providers.

## II. *More at Four* Program Implementation, SFY 2002-03

### A. Children Served

During the SFY 2002-03, *More at Four* served 6,271 children. A total of 6,865 slots were contracted in 90 counties to provide *More at Four* educational services. Therefore, the vast majority (91%) of high quality pre-K slots funded this year were filled.

#### ***More at Four* Serves Children with Risk Factors for School Failure<sup>1</sup>**

Children served by *More at Four* must have risk factors that place them in jeopardy of school failure, and program data confirm that this service priority is being met.

Family income is the leading risk factor. Data show that substantial proportions of children served by *More at Four* during SFY 2002-03 typically had more than one risk factor. For example:

- eligibility for free or reduced lunch (84.1% of children served);
- living in multiple places during the previous year or had no stable place to live (31.9%);
- having a mother with a GED or no high school diploma (37.6%); and
- having been identified with a disability (11%).

Of particular note, data show that *More at Four* classrooms are striving to be inclusive of children with disabilities. Eleven percent of children in *More at Four* classrooms had identified disabilities in SFY 2002-03. This exceeds the *More at Four* program goal of serving a minimum of ten percent of children with disabilities.

Among those four-year-olds identified with risk factors, those who have never been served in any preschool or child care setting have first priority for *More at Four* participation followed by those currently underserved. During the SFY 2002-03, the majority of children who received services:

- were currently unserved in or never received child care (88.5%);
- had never received child care in a licensed or regulated facility (75.3%); and
- had never been served in any child care setting prior to their participation (70.2%).

---

<sup>1</sup> Risk factor data included in this section of the report were not available for children and families served within Alleghany or Martin counties because counties were not required to submit their data online using the *More at Four* Reporting System (MAFREPS) during the 2002-03 SFY.

## B. Preliminary Child Outcomes, SFY 2002-03

In the 2002-03, the first year for any classes to operate for a full school year, 271 *More at Four* children in 40 randomly sampled classrooms were selected for pre- and post assessments. The average child age at the fall 2002 assessments was 4 years, 6 months and 5 years, 1 month at the spring 2003 assessments. It was impossible to construct a control or comparison group, but growth was assessed in terms of gains relative to national norms.

The assessment battery consisted of eight measures focusing on language and literacy skills, pre-math skills, and general knowledge. In addition, lead teachers rated each child's social skills and problem behaviors in the classroom. While additional analyses are still to be conducted by the external evaluators, with a final 2002-03 evaluation report due early in 2004, initial child gain scores on measures can be reported.

Children showed significant gain scores on all outcome measures over the program year, except for one. The amount of change was substantial for most measures, on the order of one-half standard deviation or more. Specifically, children:

- increased language and literacy skills, including receptive language ability, phonological awareness, alphabet knowledge, and early literacy skills.
- increased their cognitive skills over the *More at Four* year, including pre-math skills and general knowledge.
- improved in social skills over the course of the year, based on teacher ratings. The one exception was teacher ratings of problem behaviors. That is, positive social skills increased, but problem behaviors did not decrease substantially.

In other preliminary analyses, evaluators found that *More at Four* children:

- at greater risk (based on risk factors in the program guidelines) tended to show even greater gains in language/literacy and cognitive skills than those at lower risk;
- at a higher level of service priority status tended to make greater gains in math skills than children at lower service priority levels; and
- instructed by teachers who held Birth-Kindergarten licensure (or the equivalent) and directors/principals with higher levels of administrative credentials had some greater developmental gains.

In addition, children served in *More at Four* classrooms with higher levels of implementation of the specific curriculum showed greater growth in social skills development, both in terms of increased positive behaviors and decreased negative behaviors. However, higher implementation was also associated with lower growth in language/literacy skills. Further exploration is needed to determine if this is related to actual effects of curriculum practices which may limit activities related to language or to other difference in characteristics of these classrooms or children served.



## C. County and Site Participation

### ***More at Four* serves children in nearly all North Carolina counties**

In 2002-03, 90 counties participated in *More at Four*. See Appendix A for county data on participation and children served. When reviewing these data, note that the total number of children served may be greater than the number under contract due to child turnover.

### ***More at Four* providers served children within a variety of educational settings**

Table I displays the distribution of types of educational settings (i.e. sites) and shows that:

- half of *More at Four* sites (49.0%) are located in public schools, and they served approximately half (45.9%) of all *More at Four* children;
- approximately 40 percent of sites are private child care settings. Most of these are for-profit centers (serving approximately 31 percent of the children); and
- another one tenth of sites (10.5%) are located in Head Start programs.

**Table I. Types of *More at Four* Sites and Number of Children Served, SFY 2002-03**

Site Type	Number of Sites	% of Sites	Number of Children Served	% of Children Served
Public School District <sup>1</sup>	210	49.0%	2,880	45.9%
Private For-profit Child Care Center	117	27.3%	1,967	31.4%
Private Nonprofit Child Care Center	49	11.4%	698	11.1%
Head Start <sup>2</sup>	45	10.5%	555	8.9%
Other or Not Reported	8	1.9%	171	2.7%
<b>Total</b>	<b>429</b>	<b>100.0%</b>	<b>6,271</b>	<b>100.0%</b>

<sup>1</sup> Sites in public school settings include charter schools, those partnering with private centers or other type of providers to serve children within public school facilities.

<sup>2</sup> Head Start includes Head Start sites located within public schools.

## D. Teacher Credentials

### **Many *More at Four* teachers meet program standards for teacher licensure and educational training guidelines**

It is the goal that *More at Four* classrooms will be staffed by a lead teacher with NC Birth-Kindergarten or Pre-school Add-on licensure within four years of the establishment of the classroom. A growing body of research links teachers with four-year degrees and specialized knowledge in early childhood education with better child outcomes. The majority of *More at Four* teachers currently are under provisional approval as teachers work toward meeting the goal specified in the *More at Four* Guidelines.

During the SFY 2002-03, there were 140 teachers. Many of these teachers:

- held Birth-Kindergarten or Pre-school Add-on licenses (31.9%); or
- held another type of North Carolina teaching license (24.9%); and
- had earned bachelor degrees or higher (85.5%).

In the SFY 2002-03, 21.2% of lead teachers were working toward their B-K or Preschool Add-on license. There were 166 *More at Four* teachers participating in the T.E.A.C.H. scholarship programs with funds provided by *More at Four* to further their education. These teachers completed 2,241 credit hours of course work at North Carolina colleges and universities.<sup>2</sup>

Some barriers inhibited *More at Four* teachers from achieving the required credentials. Barriers included the lack of effective articulation agreements between some community colleges and universities as well as the lack of course offerings to complete requirements. There is currently no process or structure in place for teachers in private centers to obtain provisional or lateral entry licensure. In order to reduce these and other barriers, the *More at Four* State Office is working with the North Carolina BK Consortium (members include university and community college early childhood faculty) and the Department of Public Instruction.

## E. SFY 2002-03 Expenditure Data

### ***More at Four* providers almost completely filled contracted slots**

During SFY 2002-03, the program was offered statewide and 90 counties participated in the program. Funding was authorized for 7,623 child slots based on allocation of slots among counties by free and reduced lunch data. A total of 6,865 child slots were under contract during the year for 83 contractors. Of the 6,865 slots under

---

<sup>2</sup> T.E.A.C.H. Early Childhood® Project gives scholarships to child care staff to complete course work in early childhood education.

contract, a total of 6,271 children were served between July 2002 and June 2003. Thus, 91.3 percent of approved operational slots were filled.

*More at Four's* contribution to the overall cost per child for high quality pre-K was \$2,872. This figure does not represent a full year of service, estimated at a *More at Four* rate of \$3,710 per child.

The 737 slots not under contract largely resulted from the late state budget approval and inability of a few counties to find space, providers, qualified teachers, and/or children mid-year. In spite of budget barriers, the majority of slots were filled. Categories of actual expenditures are shown for SFY 2002-03 in Table II. Again, the actual expenditures reported do not reflect a full ten months of operation.

**Table II: *More at Four* Program Expenditures, SFY 2002-03<sup>3</sup>**

Expenditure Category State <i>More at Four</i> Funds	Total Expenditures	% of Total Expenditures
Classroom Start-up Funds (one-time allocation)	\$1,966,263	10.9%
Classroom Operational Funding	\$14,485,165	80.4%
<b>Subtotal-Expenditures for classroom operations</b>	<b>\$16,451,429</b>	<b>91.3%</b>
Professional Development	\$243,179	1.4%
T.E.A.C.H.® Scholarships	\$443,739	2.5%
External Evaluation and Database Development	\$406,177	2.3%
Administrative Costs	\$465,515	2.6%
<b>Total Expenditures</b>	<b>\$18,010,039</b>	<b>100.0%</b>

The Legislation requires that other sources of funds, such as Title I, Smart Start, Head Start, or county allocations be used to fully fund the *More at Four* Program. In fact, *More at Four* funds only approximately half the cost of high quality pre-K, requiring other funding sources be used. The local contractors reported \$13,766,295 in other sources, equaling 48.7 percent of operational (recurring) funding and 45.6 percent of total expenditures. (See Table III). Thus, as intended by the legislation, other sources of funds provided a substantial portion of the costs for the *More at Four* Pre-Kindergarten Program.

<sup>3</sup> Note that the SFY 2002-03 is not a typical funding year because it is the first year the *More at Four* Program was offered statewide and many counties were not able to serve children.

<sup>4</sup> Note that the SFY 2002-03 expenditure data does not represent a full year of program operation.

**Table III. *More at Four* and Local Expenditures, SFY 2002-03**

<b>Expenditure Category for Classroom Operation</b>	<b>Total Expenditures<sup>4</sup></b>	<b>% of Total Operations</b>	<b>% of Total Expenditures</b>
1. <i>More at Four</i> Start-Up Funding	\$1,966,263	N/A	6.5%
2. <i>More at Four</i> Operational Funding	\$14,485,165	51.3%	47.9%
3. Local Contributions Reported	\$13,766,295	48.7%	45.6%
4. Total Operational Funding (#2- <i>More at Four</i> + #3- Local)	\$28,251,460	100.0%	93.5%
<b>Total Classroom Expenditures (#1+#2+#3)</b>	<b>\$30,217,723</b>	<b>N/A</b>	<b>100.0%</b>

### III. *More at Four* Program Implementation, SFY 2003-04 as of December 31, 2003

#### A. Children Served

As of December 31, 2003, *More at Four* has served 2,961 more children than last year

In SFY 2003-04, the original 7,623 slots were available through the continuation budget and an additional 2,400 slots were approved for expansion of the program, making a total of 10,023 slots authorized for allocation statewide for SFY 2003-04. As of December 31, 2003, at least 9,232 children were served in 99 counties by *More at Four* providers; an increase of 2,961 children from the total served last year. This figure is low since all of the children served in December have not been reported. December 2003 child enrollment data is due January 15, 2004.

#### B. County Participation

As of December 31, 2003, *More at Four* is implemented in 99 counties within the State

Since the SFY 2002-03, 9 additional counties have contracted to provide *More at Four* services for children. See Appendix A for county data on participation and children served. When reviewing these data, note that the total number of children served may be greater than the number under contract due to child turnover.

#### C. SFY 2003-04 Budget Data

The budgeted amounts and anticipated expenditures by category are provided for SFY 2003-04 in Table IV.

**Table IV: *More at Four* Budgeted Amounts for SFY 2003-04 as of December 31, 2003**

Budget Category	Budgeted Amount	% of Total Budget
Classroom Start-up Funds (one-time allocation)	\$2,200,000	5.1%
Classroom Operational Funding	\$37,162,685	86.2%
<b>Subtotal-Expenditures for classroom operations</b>	<b>\$39,362,685</b>	<b>91.3%</b>
T.E.A.C.H.® Scholarships	\$740,000	1.7%
Professional Development	\$768,399	1.8%
External Evaluation and Database Development	\$988,931	2.3%
Administrative Costs	\$1,263,427	2.9%
<b>Total Budget</b>	<b>\$43,123,442</b>	<b>100.0%</b>

The amount of local contributions anticipated to date is \$28,879,718. Combined with the *More at Four* funding, the total budget supporting the *More at Four* Programs is \$72,003,160. The local contribution represents 44 percent of the classroom operating funding (not including one-time start-up funds).

As of December 31, 2003, all but \$1,732,137 of the \$37,162,685 operational budget has been obligated/or under contract. Additionally, all but \$167,000 of the \$2,200,000 of the Start-up budget have been obligated/or under contract. Projected expenditures for the remaining fiscal year are tentative as of this report, as the predominant percentage of funding expended will be determined by local contract expenditures. A few counties are still not under contract for their expansion slots.

The State *More at Four* Pre-Kindergarten Program Office is entering into and revising contracts with counties as they establish classroom locations and number of slots. Therefore, the numbers under contract will change as contractors are able to establish additional classrooms. A total of 10,023 slots are authorized for allocation during the SFY 2003-04. Table V shows the number of slots under contract and the statewide average per slot for the SFY 2003-04, as of December 31, 2003.

**Table V: Funds and Slots under Contract,  
SFY 2003-04 as of December 31, 2003**

<b>Contracted Category</b>	<b>Contracted Amount</b>	<b>Number of Slots</b>	<b>Statewide Average per Slot</b>
<i>More at Four</i> Start-up Funds	\$2,026,000	4,052	\$500
<i>More at Four</i> Operating Classroom Funds	\$35,377,129	9,691	\$3,651
<b>Total <i>More at Four</i> Funding</b>	<b>\$37,403,129</b>	<b>9,691</b>	<b>N/A</b>

## IV. Summary

The *More at Four* Pre-Kindergarten Program has met the following legislative mandates and program goals. The Program:

- expanded to 99 North Carolina counties;
- served 2,961 more children at the time of this report than the total served during the SFY 2002-03;
- served children with risk factors who were previously unserved;
- prepared more four-year-olds with risk factors for school success;
- improved children's skills;
- served 4-year-olds in high quality settings within a diverse system of providers;
- maximized and leveraged resources; and
- by its expansion, has increased opportunities for families to enroll their children in high quality pre-K settings





**Appendix A.**

**Children Served by *More at Four* by County  
in SFY 2002-03 and SFY 2003-04**

SFY 2002-03				SFY 2003-04 as of December 31, 2003		
County / Region	Contractor	Number of Children Served <sup>3</sup>	Number of Slots Under Contract	New Contractor (or contractor has changed)	Number of Children Served <sup>4</sup>	Number of Slots Under Contract
<b>Alamance</b>	Alamance-Burlington School System	34	102		106	102
<b>Alexander</b>	Alexander County Partnership for Children	32	33		35	40
<b>Alleghany</b>	Alleghany County Schools	18	18		21	21
<b>Anson</b>	Union County Community Action & Anson County Partnership for Children	40	83	(Anson County Partnership for Children)	69	94
<b>Ashe</b>	Ashe County School System	21	19		32	36
<b>Avery</b>	Avery County Partnership for Children	38	39	(Avery County Public Schools)	38	44
<b>Beaufort</b>	Beaufort County Partnership for Children	90	88		92	106
<b>Bertie</b>	Bertie County Schools	0	40		0	40
<b>Bladen</b>	N/A <sup>1</sup>	N/A	N/A	Bladen School System	64	62
<b>Brunswick</b>	Brunswick County Partnership for Children	57	62		61	80
<b>Buncombe</b>	Buncombe County Smart Start	59	63		76	75
<b>Burke</b>	Burke County Partnership for Children	113	102		143	130
<b>Cabarrus</b>	Cabarrus County Partnership for Children	109	123		176	168
<b>Caldwell</b>	Communities in Schools of Caldwell County, Inc.	49	58		52	49

SFY 2002-03				SFY 2003-04 as of December 31, 2003		
County / Region	Contractor	Number of Children Served <sup>3</sup>	Number of Slots Under Contract	New Contractor (or contractor has changed)	Number of Children Served <sup>4</sup>	Number of Slots Under Contract
Camden	Camden County Board of Education	16	18		18	18
Carteret	Carteret County Schools	65	61		76	72
Caswell	Caswell County Schools	21	20		20	26
Catawba	Catawba County Partnership for Children	114	95		141	135
Chatham	Chatham County Partnership for Children	29	34		41	45
Chowan	Edenton-Chowan Board of Education	19	18		24	24
Cleveland	Cleveland County Partnership for Children	51	84		111	111
Columbus	Columbus County Schools	63	67		94	90
Craven	Craven County Board of Education	45	58		71	88
Cumberland	Cumberland County Partnership for Children	144	264		477	404
Currituck	Currituck County Schools	19	18		20	18
Dare	N/A	N/A	N/A	Dare County Schools	18	18
Davidson	Davidson County Partnership for Children	152	132		177	162
Davie	Davie County Schools	34	44		47	44
Duplin	Duplin County Schools	25	65		50	86
Durham	Durham's Partnership for Children	103	229		206	299
Edgecombe/Nash	N/A	N/A	N/A	Down East Partnership for Children	90	190

SFY 2002-03				SFY 2003-04 as of December 31, 2003		
County / Region	Contractor	Number of Children Served <sup>3</sup>	Number of Slots Under Contract	New Contractor (or contractor has changed)	Number of Children Served <sup>4</sup>	Number of Slots Under Contract
Forsyth	Forsyth Early Childhood Partnership, Inc.	186	188		228	305
Franklin	N/A	N/A	N/A	Franklin-Granville-Vance Partnership for Children	6	18
Gaston	Gaston County Schools	212	186		258	238
Gates	Gates County Board of Education	7	10		11	14
Granville	Granville County Schools	33	32	Franklin-Granville-Vance Partnership for Children	32	32
Guilford	Guilford County Partnership for Children	425	402		545	507
Halifax-Warren	Halifax-Warren Smart Start Partnership for Children	29	115		132	151
Harnett	N/A	N/A	N/A	Harnett County Partnership for Children	100	129
Henderson	Henderson County Partnership for Children	45	48		72	70
Hertford	Hertford County Schools	37	36		47	46
Hoke	Hoke County Schools	99	90		97	111
Hyde	Hyde County Schools	12	18		14	15
Iredell	Mooreville Graded School District	125	118	Iredell Co Partnership for Children	138	160
Johnston	Partnership for Children of Johnston County	140	132		157	168
ones	N/A	N/A	N/A	Jones County Partnership for Children	23	28

SFY 2002-03				SFY 2003-04 as of December 31, 2003		
County / Region	Contractor	Number of Children Served <sup>3</sup>	Number of Slots Under Contract	New Contractor (or contractor has changed)	Number of Children Served <sup>4</sup>	Number of Slots Under Contract
Lee	Lee County Partnership for Children	19	50		68	66
Lenoir/Greene	Lenoir/Greene Partnership for Children	137	144		183	175
Lincoln	Partnership for Children of Lincoln & Gaston Counties	46	54		56	68
Madison	The Opportunity Corporation of Madison-Buncombe Counties	5	18		18	18
Martin	Martin County Schools	4	21		33	31
McDowell	McDowell County Schools	31	33		45	44
Mecklenburg	Mecklenburg Partnership for Children	645	648		938	858
Mitchell	Intermountain Children's Services, Inc.	22	18		25	23
Montgomery	Montgomery County Partnership for Children	34	35		62	98
Moore	Moore County Schools	31	45		31	30
New Hanover	New Hanover County Schools	127	108		151	143
Northampton	Northampton County Schools	31	54		29	54
Onslow	N/A	N/A	N/A	Onslow County Schools	0	52
Orange	Orange County Partnership for Young Children	122	110		126	124
Pamlico	Pamlico County Schools	19	18		18	17
Pasquotank	N/A	N/A	N/A	County Task Force TBD	0	***

SFY 2002-03				SFY 2003-04 as of December 31, 2003		
County / Region	Contractor	Number of Children Served <sup>3</sup>	Number of Slots Under Contract	New Contractor (or contractor has changed)	Number of Children Served <sup>4</sup>	Number of Slots Under Contract
Pender	Pender County Partnership for Children	18	18		65	64
Perquimans	Perquimans County Schools	19	18		23	22
Person	Person County Partnership for Children	26	26		37	37
Pitt	Pitt County Public Schools	142	143		173	190
Polk	Polk County Schools	18	18		59	58
Randolph	Randolph County Partnership for Children	36	71		94	102
Region A <sup>2</sup>	Region A Partnership for Children	173	163		220	208
Richmond	Richmond County Schools	65	64		88	85
Robeson	Public Schools of Robeson County	317	278		359	377
Rockingham	Rockingham County Partnership for Children, Inc.	66	76		111	119
Rowan	Rowan Partnership for Children	22	58		118	108
Rutherford	Rutherford County Schools	48	64		90	85
Sampson	Sampson County Partnership for Children	95	90		115	125
Scotland	Scotland County Schools	81	72		81	72
Stanly	Stanly County School System	38	34		38	34
Stokes	Stokes Partnership for Children, Inc.	9	28		44	42
Surry	Surry County School	100	81		108	99

SFY 2002-03				SFY 2003-04 as of December 31, 2003		
County / Region	Contractor	Number of Children Served <sup>3</sup>	Number of Slots Under Contract	New Contractor (or contractor has changed)	Number of Children Served <sup>4</sup>	Number of Slots Under Contract
Transylvania	Smart Start of Transylvania County	13	9		30	30
Tyrrell	N/A	N/A	N/A	Tyrrell County Schools	13	13
Union	Union County Partnership for Children	84	98		140	134
Vance	Vance County Schools	20	18		37	36
Wake	Wake County Smart Start, Inc.	256	259		353	396
Washington	Washington County Schools	26	25		33	33
Watauga	Watauga County Schools	32	24		39	34
Wayne	Wayne County Partnership for Children	180	179		263	286
Wilkes	Wilkes County Schools	57	57		79	76
Wilson	Wilson County Partnership for Children	111	90		94	108
Yadkin	Yadkin County Partnership for Children	25	25		29	33
Yancey	Region D Child Care, Inc.	11	11		10	15
<b>Total</b>	<b>90 Counties</b>	<b>6,271</b>	<b>6,865</b>	<b>99 Counties</b>	<b>9,232</b>	<b>9,691</b>

<sup>1</sup>N/A indicates county was not participating in the program during that year.

<sup>2</sup> Region A includes Clay, Cherokee, Graham, Haywood, Jackson, Macon, and Swain counties.

<sup>3</sup> Number of children served during the SFY 2002-03 FY was submitted by the More at Four evaluator, Frank Porter Graham, on November 26, 2003. This figure may exceed the total slots allocated by the contract due to child turnover.

<sup>4</sup> Number of children served was obtained using data submitted by contractors using the live More at Four Reporting System (MAFREPS) as of December 31, 2003.

**Appendix B**  
**Fall and Spring Child Outcome Scores for 2002-2003.**

Child Outcome Measure <sup>1</sup>	Fall 2002				Spring 2003				t-test <sup>4</sup>
	N <sup>2</sup>	Mean	SD <sup>3</sup>	Range	N	Mean	SD	Range	
<b>Language &amp; Literacy Skills</b> PPVT-III	267	85.55	15.07	40-130	230	89.07	13.91	47-128	5.18***
WJ-III Rhyming	267	1.01	1.70	0-9	228	3.38	3.15	0-14	11.93***
Naming Letters	270	0.25	0.30	0-1.0	230	0.59	0.35	0-1.0	18.37***
Story & Print Concepts	268	2.81	1.83	0-8	229	4.79	2.39	0-10	14.56***
<b>Pre-Math Skills</b> WJ-III Applied Problems	258	92.93	13.53	56-126	230	93.89	11.92	50-134	2.12*
Counting Bears	265	10.78	7.45	1-40	227	18.80	11.27	1-40	11.25***
<b>General Knowledge</b> Social Awareness	270	3.77	1.58	0-6	229	4.72	1.33	1-6	9.81***
Color Bears	270	15.91	5.62	0-20	230	18.66	3.15	1-20	9.61***
<b>Social Skills &amp; Problem Behaviors</b> SSRS Social Skills	258	101.74	14.26	57-130	236	108.89	14.13	72-130	7.83***
SSRS Problem Behavior	271	100.68	13.49	85-138	237	100.90	14.14	85-145	0.18

<sup>1</sup> PPVT – Picture Peabody Vocabulary Test; WJ – Woodcock-Johnson; SSRS – Social Skills Rating System

<sup>2</sup> N = Number of children

<sup>3</sup> SD = Standard deviation measures the variability of a set of scores around their mean.

<sup>4</sup> The t-test measures the statistical significance of the average gains in *More at Four* children's skills between the pre- and posttest using the standard of: less than .05 probability (\*), less than .01 probability (\*\*), or less than .001 probability (\*\*\*) of these results occurring by chance.







State of North Carolina  
*More at Four* Pre-Kindergarten Program  
2075 Mail Service Center  
Raleigh, NC 27699-2075



Michael F. Easley  
Governor

December 31, 2003

RECEIVED

JAN 8 2004

RESEARCH DIVISION

The Honorable Marc Basnight  
The Honorable James Black  
The Honorable Richard T. Morgan  
North Carolina General Assembly  
Legislative Building  
Raleigh, NC 27601-2808

Dear Senator Basnight and Speakers Black and Morgan:

Pursuant to Session Law 2003, Section 10.40.(e), a progress report on the development and implementation of the *More at Four* Pre-Kindergarten Program is enclosed. As Director of the *More at Four* Pre-K Program Office, I am forwarding this report on behalf of Secretary Carmen Hooker Odom and Superintendent Michael E. Ward, co-chairs of the *More at Four* Pre-K Program Task Force.

This progress report provides an overview of the program in 2002-03, as well as a mid-year update for 2003-04. The 2002-03 review includes information on children served, county and site participation, preliminary child outcomes from the external evaluation, information on teacher credentials, and expenditure information. The mid-year update for 2003-04 includes children enrolled to date, county participation, and budget by expenditure categories. Secretary Hooker Odom, Superintendent Ward, or I will be glad to answer any additional questions that may arise regarding this report. I can be reached at 919-715-0040.

As specified in the legislation, this report is also being sent to the co-chairs of the Joint Legislative Education Oversight Committee and the co-chairs of the Senate and House of Representatives Appropriations Committees on Health and Human Services. In addition, copies are being sent to the Senate and House of Representatives Appropriations Committee Chairs.

Sincerely,

Carolyn Cobb, Director  
*More at Four* Pre-Kindergarten Program

Attachment

cc: Secretary Odom  
Superintendent Mike Ward

Very Respected

Dear Sir

RESPECTFULLY



***More at Four* Progress Report  
to the North Carolina General Assembly**

**December 31, 2003**

---

**Submitted by**

- ***More at Four* Pre-Kindergarten Program**
- **Department of Health and Human Services**
- **Department of Public Instruction**
- ***More at Four* Pre-Kindergarten Program Task Force**





## Table of Contents

I.	Overview of the <i>More at Four</i> Pre-Kindergarten Program.....	1
II.	<i>More at Four</i> Program Implementation, SFY 2002-03.....	3
	A. Children Served.....	3
	B. Preliminary Child Outcomes, SFY 2002-03.....	4
	C. County and Site Participation.....	5
	D. Teacher Credentials.....	6
	E. SFY 2002-03 Expenditure Data.....	6
III.	<i>More at Four</i> Program Implementation, SFY 2003-04 as of December 31, 2003.....	9
	A. Children Served.....	9
	B. County Participation .....	9
	C. SFY 2003-04 Budget Data.....	9
IV.	Summary.....	11
	Appendix A	
	Children Served by <i>More at Four</i> by County in 2002-03 and 2003-04 ....	12
	Appendix B	
	Fall and Spring Child Outcome Scores for 2002-03.....	18