

**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
AGENDA**

January 11, 2005

10:00 A.M., ROOM 1228 Legislative Building

Representative Yongue, presiding

Welcome and Introductions

Industrial Extension Service Update (Behind Tab 4)

H. L. Reese, Associate Director, Industrial Extension Service, North Carolina State University

Teacher Licensure Requirements (Behind Tab 5)

Dr. Kathy Sullivan, Director, Human Resource Management/Quality Professionals, North Carolina Department of Public Instruction

Teacher Shortage - A View from LEAs (Behind Tab 6)

Tom Daly, Superintendent, Martin County Schools

Bill McNeal, Superintendent, Wake County Schools

Allen Strickland, Superintendent, Hoke County Schools

Calendar Changes Issues (Behind Tab 7)

Report on Scheduling of and Purposes of Noninstructional Teacher Workdays

Philip Price, Associate Superintendent for Financial and Business Services, North Carolina Department of Public Instruction

Leanne Winner, Director, Governmental Relations, NC School Boards Association

Katherine Joyce, Assistant Executive Director, NC Association of School Administrators

Bill McNeal, Superintendent, Wake County Schools

Tom Daly, Superintendent, Martin County Schools

Eddie Davis, III, President, North Carolina Association of Educators

Legislative and Budget Priorities (Behind Tab 8)

Martin Lancaster, President, North Carolina Community College System

Molly Broad, President, The University of North Carolina

Howard Lee, Chairman, North Carolina State Board of Education

**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
AGENDA**

January 12, 2005

10:00 A.M., ROOM 1228 Legislative Building

Representative Yongue, presiding

Welcome

Approval of Minutes

Community College Funding Formula Study (Behind Tab 9)

Kennon Briggs, Vice President for Business and Finance, North Carolina
Community College System

UNC/NCCCS Partnerships Task Force Final Report (Behind Tab 10)

Stuart Fountain, Member, North Carolina State Board of Community Colleges and
Co-Chair UNC/NCCCS Partnerships Task Force

Peter Hans, Member, University of North Carolina Board of Governors and Co-
Chair UNC/NCCCS Partnerships Task Force

Report and Findings (Behind Tab 11)

3:00 P.M.

**Center for School Leadership Development
Chapel Hill**

College Foundation of NC (CFNC) Demonstration

Roundtable with President Broad and Chancellors

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
2003-2004 SESSION

January 11-12, 2005

TABS

- 1 Membership List
- 2 Authorizing Legislation; Issues to Study; Reports Due to
Committee
- 3 Minutes
- 4 Industrial Extension Service Update
- 5 Teacher Licensure Requirements
- 6 Teacher Shortage
- 7 Calendar Changes Issues
- 8 Legislative and Budget Priorities
- 9 Community College Funding Formula Study
- 10 UNC/NCCCS Partnerships Task Force
- 11 Report and Findings

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Tuesday, January 11, 2005
Legislative Building
Room 1228
10:00 A.M.

Industrial Extension Service Update

Presenter:

Mr. H. L. Reese, Associate Director, Industrial Extension Service, NCSU

Background:

Established in 1955, the Industrial Extension Service provides individualized education and technical assistance to small- and medium-sized manufacturers across the State. The Industrial Extension Service works one-on-one with these manufacturers to help them stay competitive by implementing improvements, modern practices, or new technology. As a result, manufacturers can save jobs and increase profits.

Mr. Reese will explain how the Industrial Extension Service can help small- and medium-sized manufacturers stay competitive in the new economy.

General Considerations:

- The members of the Committee know a great deal about education issues affecting the State. Some have been on local boards of education or boards of trustees. Some were educators before becoming state legislators. However, many come from different walks of life. Please target your remarks accordingly.
- Keep your formal remarks brief; 10 minutes is a good target; 20 minutes at a maximum. Legislators like to ask questions and enjoy the give and take of Q & A sessions.
- If you plan to use Power Point, please limit the number of slides and be sure everyone on the committee and in the room can read the slides. Legislators generally prefer Power Point or overheads when used to present graphs, charts, or lists.
- You should avoid using acronyms. If you find this is necessary, you may want to provide a handout that defines the terms.
- There are 25 members, and as many as 40-50 observers. You will need to provide 75 copies of any handouts.
- Attached is a list of issues and questions you may wish to address during your presentation. The Committee realizes you may not be able to address all of them and that you may wish to emphasize issues not listed. Committee members may have additional questions.

Driving Instructions to the Legislative Complex:

<http://www.ncleg.net/help/directions.html>

Industrial Extension Service Update

Presenter:

Mr. H. L. Reese, Associate Director, Industrial Extension Service, NCSU

Issues/Questions

1. What is the Industrial Extension Service?
2. Where are your offices located and who works for the Industrial Extension Service?
3. How does the Industrial Extension Service measure the results of its work?

Industrial Extension Service

As of January 11, 2005

What IES is:

The Industrial Extension Service, part of North Carolina State University, brings engineering expertise to the state's factory floors, offices and hospitals. Celebrating its 50th anniversary in 2005, IES was created in 1955 by act of the North Carolina General Assembly and placed within the College of Engineering at N.C. State University. IES is the oldest service of its kind in the nation.

What IES does:

IES provides training and engineering and technical expertise in lean manufacturing, quality initiatives such as Six Sigma and ISO, energy savings, and programs in health, safety and environmental compliance. IES serves as the state agency for both the North Carolina Award for Excellence, which is based on the Malcolm Baldrige criteria, and the N.C. Shingo Prize, which recognizes success in lean manufacturing.

Where IES is located

IES has nine regional offices:

Raleigh – Centennial Campus of N.C. State University

Wilmington

Greenville

Williamston

Fayetteville (opening February 2005)

Greensboro

Charlotte

Hickory

Waynesville

About 30 IES employees work outside Raleigh, either within regional offices or from home offices. The entire staff totals 80.

Generally, how IES is funded

About a third of the IES budget comes from what clients pay for services. Since 1996, IES has been the state agency for the federal Manufacturing Extension Partnership (MEP), which generally provides a third of IES funding. Since MEP funding was cut 60 percent for FY04-05, that percentage has decreased to about a fourth. Some of the difference has been filled by the state, which provided an additional recurring \$500,000 starting in FY04-05.

Recent Budget Year

In FY 03-04, the IES total budget equaled \$11.1 million. The sources included:

Federal MEP: \$2.2 million (19.8%)

Other federal contracts: \$400,000 (3.6%)

State appropriated funds: \$2.1 million (18.9%)

Other state and industry contracts: \$2.3 million (20%)

Receipts (fee-for-service): \$4.1 million (36.9%)



Return on Investment (ROI)

Since 2000, IES has returned at least \$469 million in direct annual gain to the state, either in jobs saved or profits made, as reported by the clients surveyed for federal MEP Program by a third-party organization.

In 2003, IES provided \$81 million in direct annual gain to the state, which is conservative since only 35 percent of the clients served were surveyed by MEP. In all, 444 companies and organizations were served.
Manufacturing jobs created or retained: at least 956.

What IES actually does:

IES reaches into North Carolina's offices and factory floors to help North Carolina industry stay competitive through four major approaches:

- **Productivity**, which uses the principles of lean manufacturing to remove non-value-added activities in any process, resulting in huge savings in efficiency.
- **Environmental**, health and safety programs to improve regulatory compliance in areas such as air and water quality, hazardous waste and workplace safety. Training in ISO 14001, the international standard for environmental management systems, is also offered.
- **Energy** programs offer training and on-site technical expertise to identify energy inefficiencies and correct them. Investments in these programs get exceptionally high returns. The Solar Center serves as the state's clearinghouse and lead organization for solar and other renewable energy programs.
- **Quality** and performance excellence is promoted by training companies on Six Sigma and the Malcolm Baldrige National Quality Award criteria; and quality standards such as ISO 9000 and QS 9000 that boost competitiveness in the global marketplace.

Technology Incubator: IES manages the NCSU Technology Incubator on Centennial Campus, where industries of the new knowledge-based economy are nurtured until they graduate into self-sufficient companies. Since 1999, the Incubator has graduated 15 of its 55 tenant companies.

Minerals Research Lab, Asheville

Polymers Center, Charlotte

Conclusion:

- IES brings North Carolina State University to the workplace
- IES supports economic development by promoting profitability for both established and new industry
- IES gives taxpayers a return on their investment of \$11 for every tax dollar spent

Current Issues and assistance sought from the N. C. General Assembly Members:

1. The 2006 federal Manufacturing Extension Partnership (MEP) funding may again be in jeopardy. OMB has sent word to the U. S. Dept. of Commerce to again consider the elimination of the federal MEP program. The N. C. congressional delegation has been supportive of the MEP program and recognizes the importance of the program to N. C. manufacturers. The encouragement of support for the MEP program to the congressional delegation by members of the N. C. General Assembly will help insure the continued support for this program.
2. We ask General Assembly members to continue to provide a favorable atmosphere for manufacturing in North Carolina. N. C. is home to over 11,000 manufacturing establishments employing over 619,000 people, representing approximately 19% of the private sector employment (eighth in the nation in terms of manufacturing employment). N. C. ranks eighth in the nation in terms of the value of the manufacturing Gross State Product. Manufacturing jobs are normally among the higher paying positions in a community and one manufacturing job typically creates three jobs in the service sector. Manufacturing is important to North Carolina.
3. IES is currently serving less than 10% of the industrial community on an annual basis. This is partly due to a capacity issue but it is also due in part to that fact that many industrial enterprises are not aware of the services of the Industrial Extension Service. We ask for your support in your local communities to promote the awareness of IES to your local industry constituency. If a manufacturing enterprise in your community needs help please encourage them to contact us. Help us become known so that we can help your local industrial community continually improve and compete.
4. We ask for your continued support for the IES program. We absolute believe that we are providing an extremely valuable and necessary service to the manufacturing community in the state and that we are one of the best services to the economic development of the state and one of the best values for the taxpayer's dollars.

See what our clients say about the Industrial Extension Service --- next page.

WHAT OUR CLIENTS SAY

"I'd been to auditor training and had a copy of standards. But Phil (Mintz of IES) puts it in language you understand so you know what to do to comply with the standards." He expects business to increase by \$5 million next year.

*Bruce Woodell, quality manager
Weyerhaeuser Company, Lumberton*

"NCSU's Industrial Extension Service has provided us with sound engineering analysis, which has greatly contributed to our ability to expedite our system within order processing for EP products and ultimately increase overall throughput. Savings from material handling will help us to invest in future improvement."

*Wilbert Meadows, quality manager
Tyco Electronics, Fuquay Varina*

"What we have here is a drawing card for more business."

*Jimmy Thompson, president and owner
Southeastern Tool & Die Inc., Aberdeen*

"I've been at this plant for 25 years, and have seen programs come and go, programs that were supposed to be "the greatest." So I wondered how employees would perceive this. But once we completed our first event, we embraced the lean concepts. Our employees see the value, they see it works, and they see the results. It's a good, sound approach. One of my favorite memories is having one employee who had really resisted the initial change tell me that this was the best thing management had ever done."

*Bob Owen, plant manager
Saint-Gobain Abrasives, Arden*

"We are pleased that there is a resource like NCSU's Industrial Extension Service in the community. They were very helpful in reviewing, identifying and providing practical solutions that will improve our workflow and how we handle our phone communication requirements. The cost to benefit ratio will exceed the goals that we established."

Karl Stein, Exec. Dir. Raleigh Orthopedic Clinic

"We saved \$37,000 in just three days. It was an intensive three days, but afterwards, we all understood the possibilities."

*Bob Harris, president
Konica-Minolta, Whitsett*

"Instead of top-down management, we allow skilled employees to do what they know to reduce waste and bring value to the company. By using employee-generated ideas, we have substantially reduced delivery time and that most wasteful bane of the furniture industry – inventory."

*Jay Reardon, president and CEO
Hickory Chair, Hickory*

"NCSU's Industrial Extension Service has provided us with sound engineering analysis, which has greatly contributed to our ability to increase the efficiency of our tufting department and ultimately increase overall throughput. Additionally, savings from waste reduction in the finishing department will help us to invest in future growth."

*Doug Aycock, vice president
Gulistan, Aberdeen*

"Applying the same concept to an additional 20 products, there is a projected improvement of about \$500,000 next year. If the program is applied to all 140 products, the savings could be as high as \$1.5 million."

*Mauro Coruzzi, engineer
Gerdau Ameristeel, Charlotte*

"I think this study proved the absolute value of Six Sigma when applied to the right problem. Our intuition as manufacturing people was telling us the exact opposite of what the study showed. I am in 100 percent support of Six Sigma used as and where needed on an ongoing basis. We have a lot of tools and must learn how to use them appropriately."

*Tom Ruef, vice president of operations
Copeland Corp., Shelby*

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Tuesday, January 11, 2005
Legislative Building
Room 1228
10:00 A.M.

Teacher Licensure Requirements

Presenter:

Dr. Kathy Sullivan, Director, Human Resource Management/Quality Professionals, North Carolina Department of Public Instruction

Background:

North Carolina, like most other states, is facing the difficult challenge of attracting and retaining high quality teachers. The State is struggling to meet the demand created by a growing student population, increased teacher retirements, and lower class sizes.

Dr. Sullivan will present information on the requirements an individual must meet to become a licensed teacher in North Carolina.

General Considerations:

- The members of the Committee know a great deal about education issues affecting the State. Some have been on local boards of education or boards of trustees. Some were educators before becoming state legislators. However, many come from different walks of life. Please target your remarks accordingly.
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Teacher Licensure Requirements

Presenter:

Dr. Kathy Sullivan, Director, Human Resource Management/Quality Professionals, North Carolina Department of Public Instruction

Issues/Questions

Teacher Licensure Requirements

1. What are the requirements to become a licensed teacher in North Carolina? Please include the requirements for out-of-state applicants, lateral entry applicants, in-state teacher preparation program applicants, etc.
2. Discuss the degree to which the federal No Child Left Behind legislation has affected the teacher licensure process in NC. Be specific.

Obtaining a Teaching License in North Carolina

In general, to be issued a clear North Carolina teaching license an individual must complete an approved teacher education program and satisfy Praxis II/NTE testing requirements. Individuals who begin teaching in North Carolina with less than three years of teaching experience are issued an Initial License. With three years of successful teaching, completion of the Initial Licensure Program, and the recommendation of the LEA, the Initial License is converted to a Continuing License. The Continuing License is a renewable five year license. Individuals are required to complete 15 renewal hours every five years to maintain a current Continuing License. If the individual is teaching kindergarten – 8th grade, 3 of the renewal hours during each five year cycle must be in reading methods.

Individuals who complete NC teacher education programs	If the individual has satisfied testing requirements, he/she is issued an Initial License.
	If the individual has not satisfied testing requirements, he/she can be issued a Temporary Permit. The permit currently can be extended for a second year, provided the individual has at least attempted the required Praxis II exams during the first year of teaching.
Individuals who complete approved teacher education programs in other states	If the individual has satisfied NC testing requirements, he/she is issued an Initial or Continuing License based on the number of years of teaching experience.
	<p>If the individual has not satisfied NC testing requirements, he/she is issued a Temporary Permit. The permit currently can be extended for a second year, provided the individual has at least attempted the required Praxis II exams during the first year of teaching.</p> <p>After one year of teaching in NC, if the individual is recommended for re-employment, the LEA can request that the Praxis II testing requirements be waived if the LEA has determined there is or anticipates there will be a shortage of teachers licensed in the specialty area and has in place a plan for evaluating the effectiveness of the teacher which must include consideration of the performance of the students taught by the teacher. (Alternative Entry A)</p>
	After one year of teaching in NC, if the individual is recommended for re-employment, the LEA can request that the Praxis II testing requirements be waived if the individual has a valid out-of-state teaching license and four or more years of out-of-state teaching experience. (SBE Policy)

Obtaining a Teaching License in North Carolina

<p>Individuals who have not completed approved teacher education programs</p>	<p>If the individual holds a relevant bachelor's degree from a regionally accredited institution and has a cumulative grade point average of 2.5 (or the equivalent), he/she can be issued a Lateral Entry License upon the recommendation of the employing LEA. The individual must satisfy Praxis II testing requirements by the end of the second year of teaching. (Note: No Child Left Behind requires new elementary and new exceptional children's teachers to satisfy testing requirements to be designated "highly qualified.") The individual must complete all required coursework by the end of the third year of teaching. The individual must complete at least 6 semester hours of required coursework each year while completing his/her program of study. For purposes of No Child Left Behind, a Lateral Entry License is considered a full state license.</p>
	<p>If the individual has at least one year of college/university teaching experience that is considered relevant by the LEA, and the LEA has determined there is or anticipates there will be a shortage of teachers licensed in the specialty area and has in place a plan for evaluating the effectiveness of the teacher which must include consideration of the performance of the students taught by the teacher, the individual can be issued a clear initial license based on one year of successful public school teaching, satisfying Praxis II testing requirements, and a recommendation for re-employment from the LEA. (Alternative Entry B)</p>
	<p>If the individual holds a relevant bachelor's degree from a regionally accredited institution and has three years of experience considered relevant by the LEA, and the LEA has determined there is or anticipates there will be a shortage of teachers licensed in the specialty area and has in place a plan for evaluating the effectiveness of the teacher which must include consideration of the performance of the students taught by the teacher, the individual can be issued a clear initial license based on one year of successful public school teaching, satisfying Praxis II testing requirements, and a recommendation for re-employment from the LEA. (Alternative Entry C)</p>
	<p>If the individual holds a bachelor's degree from a regionally accredited institution, but it is not relevant to the license area, or the individual does not have a cumulative grade point average of 2.5 (or the equivalent), he/she can be issued an Emergency Permit to Practice. The permit is valid for the school year and is not renewable.</p>

Final Fall 2004 Highly Qualified Teacher Data

LEA	LEA Name	Total Teachers	HQ Teachers	%HQ 2004
010	ALAMANCE-BURLINGTON	1019	853.27	83.74%
020	ALEXANDER COUNTY	251	226.00	90.04%
030	ALLEGHANY COUNTY	75	61.75	82.33%
040	ANSON COUNTY	229	209.85	91.64%
050	ASHE COUNTY	163	136.13	83.51%
060	AVERY COUNTY	137	111.35	81.27%
070	BEAUFORT COUNTY	378	321.43	85.04%
080	BERTIE COUNTY	181	153.39	84.75%
090	BLADEN COUNTY	286	247.08	86.39%
100	BRUNSWICK COUNTY	494	429.42	86.93%
110	BUNCOMBE COUNTY	1109	1027.00	92.61%
111	ASHEVILLE CITY	221	185.04	83.73%
120	BURKE COUNTY	736	651.17	88.47%
130	CABARRUS COUNTY	1044	975.76	93.46%
132	KANNAPOLIS CITY	220	203.38	92.44%
140	CALDWELL COUNTY	638	561.36	87.99%
150	CAMDEN COUNTY	65	63.00	96.92%
160	CARTERET COUNTY	430	367.08	85.37%
170	CASWELL COUNTY	146	122.83	84.13%
180	CATAWBA COUNTY	717	648.32	90.42%
181	HICKORY CITY	225	189.99	84.44%
182	NEWTON-CONOVER	123	109.80	89.27%
190	CHATHAM COUNTY	396	355.56	89.79%
200	CHEROKEE COUNTY	195	192.91	98.93%
210	EDENTON/CHOWAN	119	111.36	93.58%
220	CLAY COUNTY	69	59.77	86.62%
230	CLEVELAND COUNTY	490	420.03	85.72%
231	KINGS MOUNTAIN	230	206.86	89.94%
232	SHELBY CITY	169	152.17	90.04%
240	COLUMBUS COUNTY	379	321.39	84.80%
241	WHITEVILLE CITY	135	103.52	76.68%
250	CRAVEN COUNTY	678	588.42	86.79%
260	CUMBERLAND COUNTY	2527	2117.82	83.81%
270	CURRITUCK COUNTY	171	156.59	91.57%
280	DARE COUNTY	242	217.49	89.87%
290	DAVIDSON COUNTY	844	704.20	83.44%
291	LEXINGTON CITY	156	133.00	85.26%
292	THOMASVILLE CITY	127	106.83	84.12%
300	DAVIE COUNTY	291	262.15	90.09%
310	DUPLIN COUNTY	425	328.92	77.39%
320	DURHAM COUNTY	1473	1179.78	80.09%
330	EDGECOMBE COUNTY	327	275.25	84.17%
340	FORSYTH COUNTY	2488	1978.70	79.53%
350	FRANKLIN COUNTY	421	299.41	71.12%
360	GASTON COUNTY	1422	1119.89	78.75%

Final Fall 2004 Highly Qualified Teacher Data

LEA	LEA Name	Total Teachers	HQ Teachers	%HQ 2004
370	GATES COUNTY	117	98.67	84.33%
380	GRAHAM COUNTY	63	56.50	89.68%
390	GRANVILLE COUNTY	362	332.43	91.83%
400	GREENE COUNTY	138	132.00	95.65%
410	GUILFORD COUNTY	3060	2769.45	90.50%
420	HALIFAX COUNTY	276	207.80	75.29%
421	ROANOKE RAPIDS CITY	158	137.80	87.22%
422	WELDON CITY	42	33.00	78.57%
430	HARNETT COUNTY	726	595.61	82.04%
440	HAYWOOD COUNTY	391	342.39	87.57%
450	HENDERSON COUNTY	550	533.60	97.02%
460	HERTFORD COUNTY	180	139.07	77.26%
470	HOKE COUNTY	291	228.90	78.66%
480	HYDE COUNTY	53	39.97	75.42%
490	IREDELL-STATESVILLE	906	803.37	88.67%
491	MOORESVILLE CITY	201	188.08	93.57%
500	JACKSON COUNTY	196	165.54	84.46%
510	JOHNSTON COUNTY	1168	1036.39	88.73%
520	JONES COUNTY	83	64.83	78.11%
530	LEE COUNTY	400	347.14	86.78%
540	LENOIR COUNTY	435	387.83	89.16%
550	LINCOLN COUNTY	547	488.71	89.34%
560	MACON COUNTY	214	194.45	90.86%
570	MADISON COUNTY	141	112.06	79.48%
580	MARTIN COUNTY	258	206.31	79.96%
590	MCDOWELL COUNTY	301	283.80	94.29%
600	MECKLENBURG COUNTY	5042	4340.08	86.08%
610	MITCHELL COUNTY	140	128.43	91.74%
620	MONTGOMERY COUNTY	218	182.00	83.49%
630	MOORE COUNTY	564	489.36	86.77%
640	NASH-ROCKY MOUNT	876	718.34	82.00%
650	NEW HANOVER COUNTY	1011	887.60	87.79%
660	NORTHAMPTON COUNTY	171	133.20	77.89%
670	ONslow COUNTY	988	880.51	89.12%
680	ORANGE COUNTY	315	303.75	96.43%
681	CHAPEL HILL-CARRBORO	560	500.20	89.32%
690	PAMLICO COUNTY	97	85.47	88.11%
700	PASQUOTANK COUNTY	297	238.38	80.26%
710	PENDER COUNTY	328	313.47	95.57%
720	PERQUIMANS COUNTY	75	74.50	99.33%
730	PERSON COUNTY	272	220.04	80.90%
740	PITT COUNTY	1016	870.82	85.71%
750	POLK COUNTY	135	125.58	93.02%
760	RANDOLPH COUNTY	828	722.08	87.21%
761	ASHEBORO CITY	214	180.05	84.14%

Final Fall 2004 Highly Qualified Teacher Data

LEA	LEA Name	Total Teachers	HQ Teachers	%HQ 2004
770	RICHMOND COUNTY	376	304.80	81.06%
780	ROBESON COUNTY	1064	796.55	74.86%
790	ROCKINGHAM COUNTY	684	611.12	89.35%
800	ROWAN-SALISBURY	962	863.99	89.81%
810	RUTHERFORD COUNTY	423	360.45	85.21%
820	SAMPSON COUNTY	402	366.67	91.21%
821	CLINTON CITY	134	115.33	86.07%
830	SCOTLAND COUNTY	393	289.71	73.72%
840	STANLY COUNTY	440	401.90	91.34%
850	STOKES COUNTY	370	326.62	88.28%
860	SURRY COUNTY	421	360.83	85.71%
861	ELKIN CITY	61	54.67	89.62%
862	MOUNT AIRY CITY	88	77.33	87.88%
870	SWAIN COUNTY	101	86.00	85.15%
880	TRANSYLVANIA COUNTY	150	137.26	91.51%
890	TYRRELL COUNTY	48	42.50	88.54%
900	UNION COUNTY	1276	972.44	76.21%
910	VANCE COUNTY	416	332.24	79.87%
920	WAKE COUNTY	5010	4079.00	81.42%
930	WARREN COUNTY	142	99.63	70.16%
940	WASHINGTON COUNTY	117	104.70	89.49%
950	WATAUGA COUNTY	269	232.00	86.24%
960	WAYNE COUNTY	899	768.43	85.48%
970	WILKES COUNTY	524	414.91	79.18%
980	WILSON COUNTY	576	497.72	86.41%
990	YADKIN COUNTY	290	239.20	82.48%
995	YANCEY COUNTY	132	129.67	98.23%
		62833	53631.64	85.36%

Final Fall 2004 Highly Qualified Teacher Data in Rank Order

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720	PERQUIMANS COUNTY	75	74.50	99.33%
200	CHEROKEE COUNTY	195	192.91	98.93%
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231	KINGS MOUNTAIN	230	206.86	89.94%
280	DARE COUNTY	242	217.49	89.87%
800	ROWAN-SALISBURY	962	863.99	89.81%
190	CHATHAM COUNTY	396	355.56	89.79%
380	GRAHAM COUNTY	63	56.50	89.68%
861	ELKIN CITY	61	54.67	89.62%
940	WASHINGTON COUNTY	117	104.70	89.49%
790	ROCKINGHAM COUNTY	684	611.12	89.35%
550	LINCOLN COUNTY	547	488.71	89.34%
681	CHAPEL HILL-CARRBORO	560	500.20	89.32%
182	NEWTON-CONOVER	123	109.80	89.27%
540	LENOIR COUNTY	435	387.83	89.16%
670	ONSLOW COUNTY	988	880.51	89.12%
510	JOHNSTON COUNTY	1168	1036.39	88.73%
490	IREDELL-STATESVILLE	906	803.37	88.67%
890	TYRRELL COUNTY	48	42.50	88.54%
120	BURKE COUNTY	736	651.17	88.47%
850	STOKES COUNTY	370	326.62	88.28%

Final Fall 2004 Highly Qualified Teacher Data in Rank Order

LEA	LEA Name	Total Teachers	HQ Teachers	%HQ 2004
690	PAMLICO COUNTY	97	85.47	88.11%
140	CALDWELL COUNTY	638	561.36	87.99%
862	MOUNT AIRY CITY	88	77.33	87.88%
650	NEW HANOVER COUNTY	1011	887.60	87.79%
440	HAYWOOD COUNTY	391	342.39	87.57%
421	ROANOKE RAPIDS CITY	158	137.80	87.22%
760	RANDOLPH COUNTY	828	722.08	87.21%
100	BRUNSWICK COUNTY	494	429.42	86.93%
250	CRAVEN COUNTY	678	588.42	86.79%
530	LEE COUNTY	400	347.14	86.78%
630	MOORE COUNTY	564	489.36	86.77%
220	CLAY COUNTY	69	59.77	86.62%
980	WILSON COUNTY	576	497.72	86.41%
090	BLADEN COUNTY	286	247.08	86.39%
950	WATAUGA COUNTY	269	232.00	86.24%
600	MECKLENBURG COUNTY	5042	4340.08	86.08%
821	CLINTON CITY	134	115.33	86.07%
230	CLEVELAND COUNTY	490	420.03	85.72%
740	PITT COUNTY	1016	870.82	85.71%
860	SURRY COUNTY	421	360.83	85.71%
960	WAYNE COUNTY	899	768.43	85.48%
160	CARTERET COUNTY	430	367.08	85.37%
291	LEXINGTON CITY	156	133.00	85.26%
810	RUTHERFORD COUNTY	423	360.45	85.21%
870	SWAIN COUNTY	101	86.00	85.15%
070	BEAUFORT COUNTY	378	321.43	85.04%
240	COLUMBUS COUNTY	379	321.39	84.80%
080	BERTIE COUNTY	181	153.39	84.75%
500	JACKSON COUNTY	196	165.54	84.46%
181	HICKORY CITY	225	189.99	84.44%
370	GATES COUNTY	117	98.67	84.33%
330	EDGECOMBE COUNTY	327	275.25	84.17%
761	ASHEBORO CITY	214	180.05	84.14%
170	CASWELL COUNTY	146	122.83	84.13%
292	THOMASVILLE CITY	127	106.83	84.12%
260	CUMBERLAND COUNTY	2527	2117.82	83.81%
010	ALAMANCE-BURLINGTON	1019	853.27	83.74%
111	ASHEVILLE CITY	221	185.04	83.73%
050	ASHE COUNTY	163	136.13	83.51%
620	MONTGOMERY COUNTY	218	182.00	83.49%
290	DAVIDSON COUNTY	844	704.20	83.44%
990	YADKIN COUNTY	290	239.20	82.48%
030	ALLEGHANY COUNTY	75	61.75	82.33%
430	HARNETT COUNTY	726	595.61	82.04%
640	NASH-ROCKY MOUNT	876	718.34	82.00%
920	WAKE COUNTY	5010	4079.00	81.42%

Final Fall 2004 Highly Qualified Teacher Data in Rank Order

LEA	LEA Name	Total Teachers	HQ Teachers	%HQ 2004
060	AVERY COUNTY	137	111.35	81.27%
770	RICHMOND COUNTY	376	304.80	81.06%
730	PERSON COUNTY	272	220.04	80.90%
700	PASQUOTANK COUNTY	297	238.38	80.26%
320	DURHAM COUNTY	1473	1179.78	80.09%
580	MARTIN COUNTY	258	206.31	79.96%
910	VANCE COUNTY	416	332.24	79.87%
340	FORSYTH COUNTY	2488	1978.70	79.53%
570	MADISON COUNTY	141	112.06	79.48%
970	WILKES COUNTY	524	414.91	79.18%
360	GASTON COUNTY	1422	1119.89	78.75%
470	HOKE COUNTY	291	228.90	78.66%
422	WELDON CITY	42	33.00	78.57%
520	JONES COUNTY	83	64.83	78.11%
660	NORTHAMPTON COUNTY	171	133.20	77.89%
310	DUPLIN COUNTY	425	328.92	77.39%
460	HERTFORD COUNTY	180	139.07	77.26%
241	WHITEVILLE CITY	135	103.52	76.68%
900	UNION COUNTY	1276	972.44	76.21%
480	HYDE COUNTY	53	39.97	75.42%
420	HALIFAX COUNTY	276	207.80	75.29%
780	ROBESON COUNTY	1064	796.55	74.86%
830	SCOTLAND COUNTY	393	289.71	73.72%
350	FRANKLIN COUNTY	421	299.41	71.12%
930	WARREN COUNTY	142	99.63	70.16%

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Tuesday, January 11, 2005

Legislative Building

Room 1228

10:00 A.M.

Teacher Shortage – A View from LEAs

Presenters:

Dr. Tom Daly, Superintendent, Martin County Schools

Mr. Bill McNeal, Superintendent, Wake County Schools

Mr. Allen Strickland, Superintendent, Hoke County Schools

Background:

North Carolina, like most other states, is facing the difficult challenge of attracting and retaining high quality teachers. The State is struggling to meet the demand created by a growing student population, increased teacher retirements, and lower class sizes.

A panel of superintendents will discuss how their school systems are dealing with the challenges of finding and keeping qualified teachers.

General Considerations:

- The members of the Committee know a great deal about education issues affecting the State. Some have been on local boards of education or boards of trustees. Some were educators before becoming state legislators. However, many come from different walks of life. Please target your remarks accordingly.
- Keep your formal remarks brief; 10 minutes is a good target; 20 minutes at a maximum. Legislators like to ask questions and enjoy the give and take of Q & A sessions.
- If you plan to use Power Point, please limit the number of slides and be sure everyone on the committee and in the room can read the slides. Legislators generally prefer Power Point or overheads when used to present graphs, charts, or lists.
- You should avoid using acronyms. If you find this is necessary, you may want to provide a handout that defines the terms.
- There are 25 members, and as many as 40-50 observers. You will need to provide 75 copies of any handouts.
- Attached is a list of issues and questions you may wish to address during your presentation. The Committee realizes you may not be able to address all of them and that you may wish to emphasize issues not listed. Committee members may have additional questions.

Driving Instructions to the Legislative Complex:

<http://www.ncleg.net/help/directions.html>

Teacher Shortage – A View from the LEAs

Presenters:

Dr. Tom Daly, Superintendent, Martin County Schools

Mr. Bill McNeal, Superintendent, Wake County Schools

Mr. Allen Strickland, Superintendent, Hoke County Schools

Issues/Questions

Teacher Shortage

1. Describe the degree to which your system is experiencing a teacher shortage. If you have shortages, where are the shortages?
2. What, specifically, are the problems in finding qualified teachers?
3. What, specifically, are the problems in keeping qualified teachers?
4. What initiatives at the local, State, or national level have been effective in addressing the teacher shortage? (e.g. reciprocity with other states, supplemental funds such as those in the Disadvantaged Supplemental Student Funds, hiring retired teachers, etc.)
5. What initiatives at the local, State, or national level have been ineffective in addressing the teacher shortage?
6. What ideas do you have for addressing the issues of recruitment and retention of high quality teachers?

WAKE COUNTY PUBLIC SCHOOL SYSTEM RECRUITING AND RETENTION INFORMATION

Prepared for the Joint Legislative Education Oversight Committee
January 11, 2005

The colleges and universities in North Carolina are producing approximately 2,800-3,000 teachers a year of which 2,000 will enter the teaching profession in our state. We have to remember that the teacher shortage applies to most of the country, especially in critical needs areas. WCPSS staff attended approximately 200 teacher job fairs throughout the year to recruit potential teachers for the system.

Two systemwide job fairs annually bring in approximately 3,000 plus candidates to Wake County to be considered for employment. While there is much effort to recruit teachers, we continue to have teacher shortages in critical needs areas such as special programs, math, and science. Every time we lose a teacher, we lose an investment of over \$14,500 (*State Dept. Public Instruction data*).

As of November 2004 WCPSS hired 1,119 new teachers in Wake County.

- 46% from out-of-state/country
- 22.6% hold graduate degrees
- 52% are elementary teachers
- 26% are middle school teachers
- 22% are high school teachers

Of the 1,119 teachers hired:

499 or 41.6% are beginning teachers

70 are lateral entry (teachers who did not complete teacher education programs)

From December 6, 2004, through January 5, 2005, we hired at least 79 teachers from the Fall (December) Teacher Job Fair to fill resignations, leave positions, and/or positions that are less than 50%. The majority of teachers hired to fill these positions are beginning teachers who also student taught in our school system.

WCPSS 2003 – 2004 Teacher Turnover

TABLE 1: Full-time Teacher Turnover Trends

Year	*Total Teachers	Total Teachers Resigned	Percent Teacher Turnover
2003 – 2004	7,247	819	11.30
2002 – 2003	6,964	712	10.22
2002 – 2001	6,760	641	9.48
2000 – 2001	6,525	600	9.20

* Does not include media specialists or counselors

TABLE 2: Analysis of Teacher Turnover by Employment Status

Year	Total Number Resigned	*Probationary Teacher Turnover		Careered Teacher Turnover	
		Number	Percent	Number	Percent
2003 – 2004	819	295	36.0	524	63.9
2002 – 2003	712	277	38.9	435	61.0
2001 – 2002	641	469	73.2	172	26.8
2000 – 2001	600	263	43.8	337	56.2

*Probationary full-time teachers with < or = 4 years experience in WCPSS

TABLE 3: Comparison of Probationary and Careered Teacher Turnover by Year

Year	Number Probationary Employed	Number Probationary Resigned	*Probationary Percent Turnover	Number Careered Employed	Number Careered Resigned	*Careered Percent Turnover
2003-2004	1723	295	17.12	5524	524	9.48
2002-2003	1664	277	16.60	5300	435	8.20
2001-2002	1641	469	28.58	5119	172	3.36
2000-2001	1453	225	15.49	5072	337	6.64

TABLE 4: Analysis of Probationary Teacher Turnover Trends by Experience Year

Probationary Experience Year	Number Probationary Employed		Number Probationary Resigned		*Probationary Percent Turnover	
	2002-03	2003-04	2002-03	2003-04	2002-03	2003-04
0	477	501	105	75	22.01	15.00
1	421	403	63	72	14.96	17.90
2	396	419	55	81	13.89	19.30
3	370	400	54	67	14.59	16.80

The total number of classroom teachers in our system during the 2002-03 year was 6,964 and of that number, 712 resigned by the end of the year representing a teacher turnover rate of 10.22%. Of those 712 teachers that resigned, 277 or 38.9% were probationary teachers and 435 or 61% were careered teachers.

Last year (2003-04), we employed 7,247 classroom teachers, and 819 teachers resigned for a teacher turnover rate of 11.30%. Of those 819 teachers, 295 or 36% were probationary and 524 or 63.9% were careered teachers.

NOTE: *Special education teachers accounted for 13% of the total turnover in 2002-03 and 15% of the turnover in 2003-04.*

WHY TEACHERS LEAVE

According to our research and exit surveys, teachers leave for the following reasons:

- ◆ Poor working conditions (paperwork; not enough time to teach).
- ◆ Accountability demands too high.
- ◆ Special education teachers are overwhelmed with the paperwork, meetings for IEPs, etc.
- ◆ Limited opportunities for professional and financial advancement.
- ◆ Difficult teaching assignments given to beginning teachers.
- ◆ Isolation within the school (new teachers).
- ◆ Limited support/respect.
- ◆ Lack of parent support.
- ◆ Lack of financial rewards.
- ◆ Family reasons: insurance too high and childcare too expensive to benefit from demands of teaching.

WHAT ARE WE DOING IN WAKE TO RETAIN TEACHERS?

- ◆ Provide strong principal leadership— a key variable in creating a positive work environment.
- ◆ Revamped our mentor program to train more mentors to work with beginning teachers.
- ◆ Use retirees to mentor part-time in schools where there are shortages of mentors.
- ◆ Provide workshops based on best practices to our beginning teachers and their mentors.
- ◆ Offer beginning teachers and their mentors two professional leave days to collaborate and/or observe master teachers.
- ◆ Devoted a position locally to spearhead activities to assist teachers with National Board Certification.
- ◆ Received a federal grant (BRIDGES TO SUCCESS) to train 50 lateral-entry teachers per year in critical needs areas. The first cohort or class completed its first year of employment in 2003-04, and 96% of these teachers were retained in WCPSS.

This program provides lateral-entry teachers with ten days of staff development opportunities and/or collaboration throughout the school year. It also provides for a five-day summer stipend for these teachers to receive advanced technology training.

Over a period of two years these teachers receive 100% reimbursement of college tuition toward licensure requirements, PRAXIS coaching, PRAXIS reimbursement, and reimbursement for their teaching licenses.

We are following this program to see if the retention rate continues to be high. It would benefit all beginning teachers and all lateral-entry teachers to have extended professional development time and collaboration opportunities with their mentors and others who can enhance their development as teachers. It would help retain veteran teachers in the classroom by expanding their roles as teacher leaders.

- ◆ Use the **SUCCESS INVENTORY** (similar to the Gallup) to assist school-based administrators in determining if candidates should be considered for interviews for vacant positions in their schools.
- ◆ Formed the Superintendent's Teacher Advisory Council to assist with issues relating to teachers.

WHAT ELSE NEEDS TO BE DONE?

Designed Teacher Enhancement & Leadership System – TELS to be funded in the future

This plan would offer extended employment to selected teachers (length of employment would vary). It also provides for ongoing, applied professional growth time during the regular school day for teachers to plan, consult, mentor, share best practices, and make decisions about student work.

It fosters a professional culture of collaborative problem solving where working with difficult students is a collegial responsibility. Other staff would perform clerical work, and the leadership for school improvement would be shared with the principal.

This model is designed to make it more rewarding to be a teacher by establishing a career progression that recognizes the unique support needs of the novice teacher and the role of the advanced career teacher leader in school success. Some of the benefits of this type program are to:

- entice talented teachers into the profession
- convince effective teachers to stay in the classroom
- increase teachers' consistent use of best practices
- encourage ineffective teachers to leave the profession

Beginning Teachers/Lateral Entry Teachers/Mentors

Provide funding (substitute days) to give all teachers release time to have ongoing, applied professional growth time during the regular school day for teachers to plan, consult, mentor, share best practices, and make decisions about student work. The professional culture would support working with difficult students as a collegial responsibility.

Growing Teachers/Creating Stability for School with Teachers Absent

Consider providing benefits to a number of substitute teachers that would be designated as permanent in an assigned school. This would alleviate the number of subs that would be coming in and out of the schools and may encourage another group of strong candidates to become teachers.

Grow-A-Teacher Model

Provide a "teacher academy" at the high school level to generate a cadre of students interested in becoming future teachers.

Reciprocity/Testing

Teachers are not only are moving to our state for a teaching position, but they also have to learn another curriculum, get acclimated to a different culture, and we tell them they have to take a test to meet North Carolina licensure requirements after they have already met the licensure requirements of another state.

While there is a provision for the experienced teacher coming from out of state, there is still the possibility that the licensed experienced teacher would have to go through the testing process. We tell teachers that we have reciprocity with their state licensing agency ...but is that true reciprocity? Shouldn't we value the quality of the education program teacher a teacher completes? Shouldn't we value student teaching? Shouldn't we value references?

We need to identify viable options that would allow full NC licensure to teachers who have met the licensure requirements of another state.

Special Education Teacher/Crisis stage with turnover

Provide additional funding to provide additional support in completing paperwork and provide release time to meet with parents.

NCLB Licensure Issues

Wake County has 1,000 teachers today who would not be able to teach in a classroom based on NCLB rules that go into effect in 2006.

What can be done to prepare for these changes? What are LEAs going to do to prepare children without enough highly qualified teachers in NC?

Reducing the Teacher Shortage

Increase teacher education graduates from NC schools. Review the curriculum requirements as well as increase recruitment strategies of students into the teacher education program.

Streamline licensure process for in-state students to improve attractiveness of the profession.

Eliminate PRAXIS I requirement for student who already have achieved a minimum score on their SAT or ACT upon entering college (currently a Virginia law).

Increase salaries for entry-level (beginning) teachers.

The Hoke County School District consists of eleven schools – one high school, two middle schools, seven elementary schools, and one alternative learning center serving grades 6-12. The district has a student population of 6,975 students in grades pre-kindergarten through grade twelve. The system currently employs four hundred and twenty (420) teachers.

The Hoke County School District has been one among several school districts with the highest attrition rate in the state. For the 2003-2004 school year, the attrition rate was 22%. The rate for the 2002-2003 school year was 28%. The district's 25.46% five year average teacher turnover rate was the highest among all school districts in the state. It should be noted that Hoke is surrounded by counties whose teacher turnover rate is less than 14%.

Teacher Shortages

Hoke County experiences teacher shortages in the same areas as those reported by the state for all LEA's. Hard to staff areas include math, science, and various categories of special education. At the beginning of the 2004-2005 school year, Hoke County Schools had 75 vacancies. The majority of those vacancies were filled by August 2004, but the district still has 15 vacancies.

In Leandro, the Court recognized that Hoke County had a number of "hard to staff" schools. These schools had high numbers of low socio-economic students, high minority populations, student performance averages that were well below the state average, and were located in very rural settings. These variables make it even more difficult to attract highly qualified teachers to these schools. Teachers choose rather to teach in schools closer to where they were raised or near where they attended college. These schools experience high turnover year after year. Those teachers who do take jobs in these schools are untried novices who do not have the seasoned skills to help these challenging student populations reach higher academic standards.

Finding Qualified Teachers

The Hoke County School District employs a variety of available agencies and services for a pool of qualified teachers. A list of those includes:

- NC TEACH (5 teachers received through this program)
- Troops to Teachers (Hoke has employed 5 candidates over the years – currently 2 are employed)
- Teaching Fellows (Hoke has sponsored the Discovery Trip for NC Teaching Fellows)
- Senior Orientation
- Teacher Assistant Scholarship Loan Program (Teacher Licensure Program)
- Teacher Assistant Scholarship Loans (Two-year Program)
- Teacher Cadet Program (Grow Your Own – 11 students currently enrolled)
- Project Teach
- Regional Alternative Licensing Center

- University Lateral Entry Program
- University Partnerships (UNC-P, FSU, UNC-CH, Sandhills Community College, Methodist, Campbell University)
- Teacher Placement Service, Fairfax, Va.; Southern Teachers Agency, Charlottesville, Va.; Case Personnel, Pa.
- Teachers-Teachers.com
- NCDPI
- In-state and Out-of-state Recruitment Job Fairs (SC, TN, VA, WV, PA, OH, FL)
- UNC Consortium

Keeping Qualified Teachers

Hoke County is surrounded by counties whose teacher turnover rate is between 10-14%. The five year average for one large county bordering Hoke is only 8.82%. Hoke County can find teachers but can not keep those teachers for any length of time. During the period from June 2004 - December 2004, seventy-five teachers resigned to take positions elsewhere citing reasons such as more money, military, relocation, family obligations, among others.

Recent studies on the teacher recruitment and retention describe numerous reasons why teacher graduates are not taking jobs in the profession or are leaving the profession for other fields of work. I am sure that you have heard someone say that it is not the money or only partly the money, yet, in almost every study, money is at the top of the list as reasons why teachers leave the profession. There are various important reasons that need our attention, but we can not overlook the issue of teacher pay.

Effective Local, State, or National Initiatives

The following initiatives have proven to be successful strategies impacting teacher shortages.

- Reciprocity – allowing teachers who have been recognized as highly qualified under the federal No Child Left Behind legislation in one state to be recognized in North Carolina as a fully licensed, fully certified, highly qualified teacher without having to jump through hurdles and satisfy a state testing requirement. This was done during the 2003-2004 school year but has since been stopped.
- Local supplements
- Signing bonuses
- Incentive bonuses paid from DSSF to teachers who will agree to teach in “hard to staff schools”
- Not requiring a wait time for retired teachers to return to the classroom and still receive their full retirement
- National Board Certified Teacher Program
- Doing away with the Portfolio for Initially Licensed teachers
- Bonus incentives for hard to staff content areas such as math and science
- Scholarship loan programs for teacher assistants to work toward certification

- Partnerships with Community Colleges, Universities, and private institutions
- Prospective Teacher Student Loan Program

Ineffective Initiatives at the Local, State, and National Level

The following initiatives have proven to be ineffective in the recruitment and retention of teachers.

- Failure to adopt a Reciprocity Law that allows teachers recognized as highly qualified under the No Child Left Behind legislation in other states to teach in North Carolina and be recognized as highly qualified without having to jump through rigorous licensing requirements and take the Praxis Exam
- Requiring retired teachers to wait six months before returning to the classroom
- Requiring retired employees who come back to work to pay 11.75% back into the retirement system
- An ILT Program that still over taxes the beginning teacher in order to become a fully licensed teacher
- Requiring National Board Certified Teachers to work in the classroom at least 70% in order to receive the financial compensation
- Timeline for the No Child Left Behind Standards for Highly Qualified

Ideas for Addressing Recruitment and Retention of High Quality Teachers

- Immediately adopt a Reciprocity provision that allows teachers who are recognized as highly qualified under the No Child Left Behind legislation in one state be recognized in North Carolina as highly qualified, fully certified teacher and licensed to teach in the schools of this state.
- Do away with the six month waiting period for retired teachers to return to the classroom.
- Do away with the requirement to pay 11.75% back into the retirement system
- Accelerate the salary of beginning teachers during their first five years as an incentive for returning to teach and provide a substantial income for them during the years when they are just getting started and need it most.
- Tap into the expertise of National Board Certified Teachers by reducing the requirement for them to spend 70% of their time in the classroom to 50% if they agree to serve as a coach/mentor for other teachers.
- Provide funds to low wealth districts for teacher supplements that will raise the size of the supplement to a level that will be comparable to more affluent districts.
- Fully fund the Low Wealth Fund
- Fund the proposed request from DPI and the State for the DSSF Program

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Tuesday, January 11, 2005

Legislative Building

Room 1228

10:00 A.M.

School Calendar Changes Issues

Presenters:

Mr. Philip Price, Associate Superintendent for Financial and Business Services, NCDPI
Ms. Leanne Winner, Director, Governmental Relations, NC School Boards Association
Ms. Katherine Joyce, Assistant Executive Director, NC Association of School Administrators
Mr. Bill McNeal, Superintendent, Wake County Schools
Dr. Tom Daly, Superintendent, Martin County Schools
Mr. Eddie Davis, III, President, NC Association of Educators

Background:

The General Assembly enacted legislation last summer (S.L. 2004-180), which made changes to the school calendar by eliminating five teacher workdays, requiring that schools open for students no earlier than August 25 and close no later than June 10 except in unusual circumstances or in year round schools, and changing the daily rate of pay. The act applies to school years beginning with the 2005-2006 school year and applies in all 100 counties and all local school administrative units. The act also directed the State Board of Education to study, in consultation with interested parties, the scheduling of and purposes for non-instructional teacher workdays. *(See last page of this memo for a more detailed summary of S.L. 2004-180.)*

General Considerations:

- The members of the Committee know a great deal about education issues affecting the State. Some have been on local boards of education or boards of trustees. Some were educators before becoming state legislators. However, many come from different walks of life. Please target your remarks accordingly.
- Keep your formal remarks brief; 10 minutes is a good target; 20 minutes at a maximum. Legislators like to ask questions and enjoy the give and take of Q & A sessions.
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- There are 25 members, and as many as 40-50 observers. You will need to provide 75 copies of any handouts.
- Attached is a list of issues and questions you may wish to address during your presentation. The Committee realizes you may not be able to address all of them and that you may wish to emphasize issues not listed. Committee members may have additional questions.

Mr. Philip Price will present the findings from the State Board of Education's study of the scheduling of and purposes for non-instructional teacher workdays.

The remaining presenters will discuss how the State Board, local school administrative units, and teachers are responding to the changes mandated by the law and various issues or concerns that have arisen this Fall.

Issues/Questions

Report on Scheduling of and Purposes of Noninstructional Teacher Workdays (Mr. Price)

1. Discuss the method for consulting with interested stakeholders.
2. Summarize the specific questions that were asked of these individuals.
3. Summarize the significant findings.
4. Describe the process for granting waivers and present a brief status report of this process.

Calendar Changes Issues (All presenters)

1. Where are you in the process of implementing this law?
2. Do parents and teachers continue to support the calendar changes? Are there any specific calendar changes that seem to have the greatest support?
3. Generally, how will schools and school systems use the 15 remaining non-instructional teacher workdays?
4. Summarize the specific concerns or issues that have arisen with implementing the changes to the calendar?
5. What ideas do you have for addressing these issues?

SUMMARY: S.L. 2004-180

Teacher Workdays. – The act reduces the number of days in the school calendar from 220 days to 215 days by eliminating 5 teacher workdays from the school calendar. Of the remaining 15 teacher workdays, 5 must be designated by the local boards of education as protected days for teachers to complete instructional and classroom administrative duties. Local school administrative units cannot impose any additional duties on these protected days. One of these days must be scheduled at the beginning of the school year and one at the end of each academic quarter. The local boards of education are to designate on which of these days teachers with accumulated vacation leave may take that leave.

The local boards of education, in consultation with each school's principal, will schedule the remaining nine to ten teacher workdays. Before the school principal consults with the local board of education, the principal must first work with the school improvement team to determine days to be scheduled and purposes for those days. The days may be scheduled for use as teacher workdays, additional instructional days, or other lawful purposes, including vacation days for teachers with accumulated vacation leave. In addition, the local boards of education may designate any of these remaining days as make-up days for days missed due to school closings for inclement weather.

First and Last Instructional Day. – The act further requires local boards of education to set the first instructional day of school no earlier than August 25 and the last day no later than June 10 for all schools except for year-round schools. A local board of education may ask the State Board of Education for a waiver from this requirement if it can show good cause. Good cause exists if the schools in any local school administrative unit in a county have been closed for eight days per year during any four of the last ten years because of severe weather conditions, energy shortages, power failures, or other emergency situations. In addition, the State Board of Education may also grant waivers from the start and stop date requirements for an educational purpose. To request a waiver for educational purposes, a local school administrative unit must establish a need to adopt a different calendar based on one of the following reasons:

To accommodate a special program at a school that is offered generally to the student body of that school;

To serve a special population of students at a school; or

To accommodate a defined program at a school.

In granting the waiver based on one of these three reasons, the State Board of Education must find that the educational purpose is reasonable, necessary, and not an attempt to circumvent the otherwise mandatory opening and closing dates. The waiver requests cannot be used to accommodate system-wide scheduling preferences.

The required opening and closing dates do not apply to any school that a local board of education designated as having a modified calendar for the 2003-2004 school year or to any school that was a part of a planned program in the 2003-2004 school year for a system of modified calendar schools so long as the school operates under a modified calendar.

Rate of Pay, Pay Cycles. – The act changes the daily rate of pay for teachers from 1/22 of the monthly rate of pay to a daily rate that is midway between 1/21 and 1/22 of the monthly rate of pay but does not reduce the yearly pay. The annual rate of pay for certified and non-certified employees cannot be reduced as a result of the act and nothing in the act is to be interpreted to change the pay cycle for non-certified employees. The State Board of Education is required to report annually to the Joint Legislative Education Oversight Committee on compliance with these prohibitions. The first pay date for teachers must be no later than August 31 except for those employed in year-round schools or who are paid in accordance with a year-round calendar. Subsequent pay dates must be spaced no more than one month apart and must include a full month's pay.

Appropriation or Expenditure of Additional Funds. – The act specifically states that nothing in the act requires the General Assembly to appropriate funds to implement the act or requires a local school administrative unit to spend additional funds to implement it.

Dee Atkinson (Research)

From: Dee Atkinson (Research)

Sent: Thursday, January 13, 2005 11:08 AM

To: Rep. Alex Warner; Rep. Douglas Yongue; Rep. Douglas Yongue; Rep. Jean Preston; Rep. Joe Tolson; Rep. John I. Sauls; Rep. Larry Bell; Rep. Louis M. Pate, Jr.; Rep. Maggie Jeffus; Rep. Michael A. Gorman; Rep. Robert Grady; Rep. Verla Insko; Sen. A.B. Swindell; Sen. Bob Rucho; Sen. Charlie Dannelly; Sen. Fletcher Hartsell, Jr.; Sen. John Garwood; Sen. Katie Dorsett; Sen. Kay Hagan; Sen. Linda Garrou; Sen. Martin Nesbitt; Sen. Richard Stevens; Sen. Scott Thomas; Sen. Tom Apodaca; Sen. Tony P. Moore; Sen. Vernon Malone

Cc: Katie Stanley (Rep. Yongue); Mo Hudson (Sen. Swindell); Drupti Chauhan (Research); Robin Johnson (Research); Sara Kamprath (Research); Shirley Iorio (Research)

Subject: FW: Ed Oversight Comments from Leanne Winner

Tracking:	Recipient	Read
	Rep. Alex Warner	
	Rep. Douglas Yongue	
	Rep. Douglas Yongue	
	Rep. Jean Preston	
	Rep. Joe Tolson	
	Rep. John I. Sauls	
	Rep. Larry Bell	
	Rep. Louis M. Pate, Jr.	
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	Rep. Michael A. Gorman	
	Rep. Robert Grady	
	Rep. Verla Insko	
	Sen. A.B. Swindell	
	Sen. Bob Rucho	
	Sen. Charlie Dannelly	
	Sen. Fletcher Hartsell, Jr.	
	Sen. John Garwood	
	Sen. Katie Dorsett	
	Sen. Kay Hagan	
	Sen. Linda Garrou	
	Sen. Martin Nesbitt	
	Sen. Richard Stevens	
	Sen. Scott Thomas	
	Sen. Tom Apodaca	
	Sen. Tony P. Moore	
	Sen. Vernon Malone	
	Katie Stanley (Rep. Yongue)	
	Mo Hudson (Sen. Swindell)	Read: 01/13/2005 11:08 AM
	Drupti Chauhan (Research)	Read: 01/13/2005 11:10 AM
	Robin Johnson (Research)	Read: 01/13/2005 11:47 AM
	Sara Kamprath (Research)	
	Shirley Iorio (Research)	Read: 01/13/2005 11:51 AM

01/14/2005

Kleist Rhodes (Sen. Stevens)	Read: 01/13/2005 11:09 AM
Janette Lee (Sen. Nesbitt)	Read: 01/13/2005 11:11 AM
Dee Hodge (Sen. Dannelly)	Read: 01/13/2005 11:14 AM
Nancy Pulley (Sen. Apodaca)	Read: 01/13/2005 11:25 AM
Mary Lee Robinson (Rep. Jeffus)	Read: 01/13/2005 11:19 AM
Claudette Howell (Sen. Malone)	Read: 01/13/2005 11:18 AM
Carolyn Edwards (Rep. Bell)	Read: 01/13/2005 11:17 AM
Gail Bishop (Sen. Garrou)	Read: 01/13/2005 11:14 AM
Susanne Gunter (Sen. Thomas)	Read: 01/13/2005 11:26 AM
Phyllis Porter (Sen. Garwood)	Read: 01/13/2005 11:30 AM
Edna Pearce (Rep. Pate)	Read: 01/13/2005 12:34 PM
Jackie Hamby (Rep. Tolson)	Read: 01/13/2005 12:55 PM
Marian Phillips (Sen. Hagan)	Read: 01/13/2005 1:25 PM
Joyce Hodge (Sen. Dorsett)	Read: 01/13/2005 1:45 PM
Gerry Johnson (Sen. Hartsell)	Deleted: 01/13/2005 2:41 PM
Suzanne Castleberry (Rep. Preston)	Read: 01/14/2005 9:06 AM

As requested by committee members, attached are Leanne Winner's comments regarding the school calendar changes issues from the Education Oversight Committee meeting on Tuesday, January 11, 2005.

Dee Atkinson
Research Division

- Thank you and hope you will invite us back next year once schools have actually implemented the law
- Many of our boards are still not happy with the legislation and see know educational purposes for it. They are currently in the process of adopting calendars. While satisfying the law, they are doing their best to meet the needs of their community.
- When I got the call from Robin about being on the agenda I sent out an e-mail to our membership asking for feedback on their experience so far. I would like to share with you a few of their experiences and what they perceive to be the consequences of this legislation. I am not going to talk about the issue of transportation and the financial implications of running a dual bus system since Ms. Joyce and Dr. Daly will be addressing that issue.
- The local board is charged with adopting the school calendar. Almost all local boards have calendar committees. Several who responded to my inquiry suggested that there was no longer a need for a calendar committee because their hands are tied and there are very few choices to make.

- Foreseeably, many have had to make decisions that are very unpopular with parents and teachers like removing the Wednesday before Thanksgiving (travel to far away family), shortening winter break, not starting winter break until the 23rd, and having spring break be in jeopardy dependent upon weather.
- There is a specific problem looking at the 2006-07 school calendar. August 25th is on a Friday and June 10 is on a Sunday. Starting the school year on a Friday is not very effective and with June 10th on Sunday other days that would be available most years will not be available. This means that some of the problems school boards are facing this year will be worse the following year.
- The bill eliminates 5 of the 20 teacher workdays. The general assembly heard that these days were a waste and were not needed. School boards are already hearing from teachers that they would like early release days to be built into the calendar because there are not enough teacher workdays. Those whom I had heard from who had been approached about this were saying no because it would take away student instructional time. However, I expect over time these requests will start being granted as the memory

of some teachers supporting this legislation and saying they did not need the time fades.

- One other problem with the teacher workdays is what do school districts do if there has been inclement weather and the end of the quarter has been pushed back beyond the already scheduled teacher workday. Also, in some districts teachers are not prepared to do grades the day after the end of the period. It would be helpful to have the flexibility in the scheduling of these days.
- You will hear shortly about the problems for the school districts that are part of the new schools project. There is a problem for any school district that has students either graduating from high school after first semester, or wanting to take courses at the community college or university. The essentially moves exams from before Christmas to several weeks after Christmas. This means students will not have finished their first semester until the middle of January and most community colleges/ universities start at the beginning of January.
- One of the biggest areas where the consequences still are not completely known is the financial area.

1. Prepayment of teachers: The law requires that teachers be paid for the entire month of August. This means that teachers will be paid for 2 to 3 weeks of work that they have not performed yet. If the teacher leaves early there is no mechanism to recoup these dollars. DPI has said that the locals will be responsible for all of these funds out of local dollars.
2. 10 month employees who are not teachers will experience a smaller 1st pay check than they are used to. This could cause financial hardship for them in paying their bills. Many of these people live paycheck to paycheck.



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Scheduling of and Purposes of
Noninstructional Teacher Workdays
SL 2004-180 (HB 1464)

Date Due December 15, 2004
Report #18 in November 2004-December 2004

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EXECUTIVE SUMMARY

HB 1464, Section 4, reads as follows:

The State Board of Education shall study the scheduling of and purposes on non-instructional teacher workdays. As part of the study, the State Board shall consult with interested stakeholders that include members of local boards of education, school administrators, teachers, parents, and others the State Board considers appropriate. The State Board shall report any findings to the Joint Legislative Education Oversight Committee by December 15, 2004.

To accomplish the directed study, two surveys were developed to capture data appropriate to the scheduling of and purposes of non-instructional teacher workdays. A survey directed to local boards of education, school administrators, teachers and parents was sent to organizations representing these stakeholders and placed in an on-line format for convenient access. A survey directed to central office staff responsible for development of school calendars, was sent to school superintendents for completion and/or delegation.

Response to both surveys was outstanding. More than 6,000 people responded to the on-line survey. As of this writing, 99 school districts responded however, eighty-six (86) schools responded by the deadline and only those responses are included in this analysis.

LIMITATIONS

1. The study reports results of two surveys of stakeholders who chose to participate. Consequently, the responses may represent those who had concerns regarding non instructional teacher workdays.
2. Not all participants in the on-line survey completed group identification and some participants selected more than one group. There may have been some confusion as to the choices for group identification.
3. The time frame for the study limited the depth of the analysis. Further examination of the responses may provide additional information
4. HB 1464, was enacted July 18, 2004.

Additional issues concerning HB 1464, and its effect on school calendars that should be considered for further study include:

- Coordination of school partnership programs with community colleges and other institutions of higher education.
- The requirement for LEAs to pre-pay teachers AND reimburse all State funds that are not recouped.
- Teachers' comments regarding the quality of staff development.
- LEAs comments regarding concerns with maintaining quality educational programs.

Additionally, there are a variety of administrative issues that may need addressing to effect the changes that have been legislated. Implementation of these changes may identify other necessary changes in laws and policies.

FACTORS BEARING OF THE STUDY

HB 1464, makes significant changes to the requirements for the development and implementation of school calendars of Local Education Agencies (LEAs). Changes include:

- A requirement that public schools shall open no sooner than August 25 and close no later than June 10.
- A reduction in the number of teacher workdays by 5 (reduced from 20 to 15)
- A requirement that five (5) teacher workdays must be protected to allow teachers to complete instructional and classroom administrative duties.
- Exempts year-round schools from the August opening and June closing date requirements and provides for waivers for school systems based on a history of weather/emergency closing and for individual schools or program for an educational purpose.

The requirement for a minimum of 180 days and 1,000 hours of instruction remains unchanged. The new requirements apply to LEAs beginning with the 2005-2006 school year. (The attached Calendar Bill Summary illustrates uses of certain days under the provisions in the new law.) (Appendix A)

THE PROCESS

Two survey instruments designed for use by groups identified in HB 1464, were developed to capture information relative to the use of non-instructional teacher workdays.

1. On-line Teacher Non-Instructional Workday Survey: Interested stakeholders (as defined in HB 1464) responded to the on-line Teacher Workday Survey. Organizations representing the stakeholder groups were invited to participate and encourage their memberships to participate. (See Appendix B)
2. Local Education Agency (LEA) Calendar Survey: Central office administrators responded to questions concerning the use of non-instructional teacher workdays using traditional school calendars for the 2003-04, 2004-05 and 2005-06 school years. (See Appendix C)

RESULTS AND FINDINGS

On-line Teacher Non-Instructional Workday Survey:

Approximately 6000 stakeholders responded to the survey. Included among the participants were more than 5,000 teachers, 357 principals and assistant principals, 190 parents, 118 central office administrators, 75 local board members, 43 private sector employers or employees, and 26 students and approximately 190 non-certified school and other employees.

Survey participants indicated the level of importance of the use of non-instructional teacher workdays for defined purposes. Participants indicated the level of importance using, 1) inappropriate use of day, 2) not important, 3) important, 4) very important. The results are illustrated in the tables below:

Item 1. Grading student work and other administrative duties of the teacher.		
RESPONSE	Number Selecting	% of Total Responding
INAPPROPRIATE USE OF DAY	176	3%
NOT IMPORTANT	305	5%
IMPORTANT	2,212	36%
VERY IMPORTANT	3,399	56%
	Total 6,092	100%

Item 2. Lesson planning and coordination of instruction with other teachers.		
RESPONSE	Number Selecting	% of Total Responding
INAPPROPRIATE USE OF DAY	95	2%
NOT IMPORTANT	196	3%
IMPORTANT	1,465	24%
VERY IMPORTANT	4,321	71%
	Total 6,077	100%

Item 3. Make-up of instructional days lost to school closings for weather or other emergencies.		
RESPONSE	Number Selecting	% of Total Responding
INAPPROPRIATE USE OF DAY	1,177	19%
NOT IMPORTANT	951	16%
IMPORTANT	2,861	47%
VERY IMPORTANT	1,071	18%
	Total 6,060	100%

Item 4. Orientation of new teachers.		
RESPONSE	Number Selecting	% of Total Responding
INAPPROPRIATE USE OF DAY	820	14%
NOT IMPORTANT	627	10%
IMPORTANT	2,970	49%
VERY IMPORTANT	1,640	27%
	Total 6,057	100%

Item 5. Parent conferences and contacts.		
RESPONSE	Number Selecting	% of Total Responding
INAPPROPRIATE USE OF DAY	421	7%
NOT IMPORTANT	412	7%
IMPORTANT	2,826	47%
VERY IMPORTANT	2,409	40%
	Total 6,068	100%

Item 6. Professional development to maintain skills and meet license requirements.		
RESPONSE	Number Selecting	% of Total Responding
INAPPROPRIATE USE OF DAY	627	10%
NOT IMPORTANT	660	11%
IMPORTANT	2,729	45%
VERY IMPORTANT	2,052	34%
	Total 6,068	100%

Item 7. Permit use of earned vacation by the teacher.		
RESPONSE	Number Selecting	% of Total Responding
INAPPROPRIATE USE OF DAY	665	11%
NOT IMPORTANT	1,642	27%
IMPORTANT	2,269	37%
VERY IMPORTANT	1,475	24%
	Total 6,051	100%

Item 8. Convert to additional days of instruction (beyond 180) for the students.		
RESPONSE	Number Selecting	% of Total Responding
INAPPROPRIATE USE OF DAY	3,499	58%
NOT IMPORTANT	1,532	26%
IMPORTANT	783	13%
VERY IMPORTANT	182	3%
	Total 5,996	100%

Survey participants indicated an appropriate number of non-instructional workdays needed for defined purposes. The results are illustrated in the tables below:

Item 9. The appropriate number of teacher workdays for grading student work and other administrative duties is:		
NUMBER OF DAYS	Number Selecting	% of Total Responding
0	320	5%
1-2	1,829	30%
3-5	2,681	44%
More than 5	1,221	20%
	Total 6,051	100%

Item 10. The appropriate number of teacher workdays for lesson planning and coordination of instruction is:		
NUMBER OF DAYS	Number Selecting	% of Total Responding
0	249	4%
1-2	1,880	31%
3-5	2,606	43%
More than 5	1,312	22%
	Total 6,047	100%

Item 11. The appropriate number of teacher workdays for make-up of instructional days lost to school closings for weather or other emergencies is:		
NUMBER OF DAYS	Number Selecting	% of Total Responding
0	1,368	23%
1-2	2,787	46%
3-5	1,541	26%
More than 5	340	6%
	Total 6,036	100%

Item 12. The appropriate number of teacher workdays for new teacher orientation is:		
--	--	--

NUMBER OF DAYS	Number Selecting	% of Total Responding
0	1,082	18%
1-2	4,055	67%
3-5	740	12%
More than 5	159	3%
	Total 6,036	100%

Item 13. The appropriate number of teacher workdays for parent conferences and contacts is:

NUMBER OF DAYS	Number Selecting	% of Total Responding
0	724	12%
1-2	3,914	65%
3-5	1,236	20%
More than 5	170	3%
	Total 6,044	100%

Item 14. The appropriate number of teacher workdays for professional development to maintain skills and meet license requirements is:

NUMBER OF DAYS	Number Selecting	% of Total Responding
0	708	12%
1-2	3,132	52%
3-5	1,798	30%
More than 5	400	7%
	Total 6,038	100%

Item 15. The appropriate number of teacher workdays for the use of earned vacation leave is:

NUMBER OF DAYS	Number Selecting	% of Total Responding
0	1,267	21%
1-2	1,975	33%
3-5	1,841	31%
More than 5	914	15%
	Total 5,997	100%

Item 16. The appropriate number of teacher workdays to be converted to days of student instruction (beyond 180) is:

NUMBER OF DAYS	Number Selecting	% of Total Responding
0	4,556	76%
1-2	930	15%
3-5	407	7%
More than 5	129	2%
	Total 6,022	100%

Survey participants indicated from among defined groups all whom they believed participated in the development of the school calendar. The results are illustrated in the table below:

Item 17. Who participated in developing the school calendar for your school system? Mark all that apply:

GROUP REPRESENTED	Number Selecting Each Group*	% of Total Responding
Local Board of Education Member	3,616	60%
Superintendent	3,705	61%
Principals	3,318	55%
Teachers	3,267	54%
Other Public School Employees	1,821	30%
Parents	1,763	29%
Students	404	7%
Don't Know	1,661	27%

*Total is greater than 6,000 because participants identified more than a single group as participating in the development of the calendar.

Survey participants were able to provide comments concerning the use of non-instructional teacher workdays and 2,439 participants provided comments. The comment section is located in the on-line Teacher Workday Survey database. Excerpts from these comments are included in Appendix B. NOTE: Please see the appendix for full details.

Significant findings discovered in the comments are as follows:

Teacher Controlled Workdays:

- 87% of the participants indicated that parent conferences and contacts are (or should be) Important or Very Important uses of non-instructional teacher workdays.
- 92% indicated that grading and other administrative duties of the teacher are Important or Very Important.
- 95% indicated that planning and coordination of instruction with other teachers are Important or Very Important.
- Additional comments include statements that several days each grading period are needed when teachers can be in their classroom doing administrative duties and planning.
- Lesser comments occur that state only a partial day is needed for grading and planning each semester or quarter because these are ongoing activities done throughout the year.

Professional/Staff Development:

- 79% of the participants indicated that professional development is an Important or Very Important use of teacher workdays.
- A substantial number of comments were that current staff development is not effective, or that individuals who don't need the training are required to attend. This time could be better used.
- While some indicated that staff development is important and the time should not be reduced, many of the comments indicated that the workdays are important and should not be removed. Comments also emphasize that teachers need to be able to use these days in their classrooms grading papers, planning instruction, meeting with parents, etc.

Scheduling of Workdays:

The information in the comments regarding scheduling non-instructional teacher workdays appears to be mixed and may reflect the needs of different grades, teaching experience, and individual circumstances.

- Comments indicated that only a few workdays are needed at the end of the year and comments indicating that few workdays are needed at the beginning of the year.
- Comments recommended more workdays at the beginning or end of the year.
- Comments recommended spacing workdays and additional comments recommended clustering workdays for longer breaks.

Weather Make-Up:

- 65% of the participants indicated Important or Very Important about the use of non-instructional days for weather make-up. Additional comments in this area indicate frustration with using workdays for weather make-up.
- Comments indicated that non-instructional days are needed for vacation leave and renewal.
- Recommendations for make-up days included, 1) no make-up, 2) having open days in the calendar where a lost day could be rescheduled and 3) adding hours of instruction to the remaining days.

Vacation Leave:

- 61% of the participants marked that providing the opportunity to use earned vacation leave is an Important or Very Important use of teacher workdays.
- There are several comments that using teacher workdays to take vacation leave is inconsistent with the purpose of non-instructional workdays.
- Several comments regarding teacher assistants indicate that in some LEAs assistants work on these days and do grading and record keeping while in other LEAs assistants do not work on these days and either use paid leave or leave without pay.

Local Flexibility:

- Comments expressed concern as to whether a single template should apply statewide.

LEA School Calendar Survey:

A total of 86 LEAs returned the survey and information from this total were used in this analysis. At the conclusion of this analysis, a total of 97 LEAs had responded.

Central office administrators indicated the starting and ending dates for students for the 2003-04, 2004-05 and 2005-06 school years. Illustrated below are ranges of school start and end dates for the stated years:

	2003-2004	2004-2005	2005-2006	Notes/Comments
Most Frequent Starting Date for Students	8/6/03 (N=22)	8/9/04 (N=21)	8/25/05 (N=49)	Anticipated 05-06 calendars. 26 Not Available
Range of Student Starting Dates	7/6/03-8/25/03	8/2/04-9/10/04	6/18/05-8/25/05	Several starting before 8/25 noted weather waivers

Most Frequent Ending Date for Students	5/28/04 (N=14)	5/25/05 (N=18)	6/9/06 (N=20)	
Range of Student Ending Dates	5/19/04-6/11/04	5/18/05-6/26/05	5/17/06-6/10/06	

HB 1464 requires five workdays be protected to allow teachers to complete instructional and classroom administrative duties. One day is to be scheduled at the beginning of the school year and one at the end of each academic quarter. Illustrated below are the percentages of schools reporting how these days are used:

	2003-2004	2004-2005	2005-2006
% Reporting 1 Day or More for instructional or classroom administrative duties at the start of the year	100%	100%	100%
% Reporting 4 Day or More for instructional or classroom administrative duties at the end of grading periods	80%	88%	83%

HB 1464 requires that at least 7 workdays must be designated when teachers may take accumulated vacation leave. Illustrated below are the percentages of schools reporting how these days are used:

	2003-2004	2004-2005	2005-2006
% Reporting 7 or More Optional Teacher Workdays Scheduled	89%	90%	84%*

* In 2005-2006, the 5 protected teacher workdays may also be used as optional teacher workdays. The fewest number of optional workdays indicated was 2 days. These 2 days coupled with the 5 protected days, would allow 7 optional teacher workdays.

Central office administrators indicated the number of days used for other purposes. Illustrated below is the average number of days used for other purposes.

Other Purposes for Workdays	2003-2004	2004-2005	2005-2006
Average Number of Local Board Designated Required Workdays (Rounded)	3	3	3
Average Number of School Designated Required Workdays (Rounded)	4	4	3

Central office administrators were asked to note problems encountered or anticipated as a result of the new legislation. School systems eligible to waive the start and end date requirements

generally did not indicate problems. School systems subject to start and end date requirements did indicated problems. Excerpts from these comments are included in Appendix C. NOTE: Please see the appendix for full details.

RECOMMENDATIONS

1. That this initial study of non-instructional teacher workdays be used as a basis for further study and analysis.
2. Share these initial findings with local superintendents and heads of stakeholder organizations.
3. Address concerns about pre-paying of 10-month employees.
4. Define the term "modified calendars."
5. Clarify the application of the five protected days.

Calendar Bill Summary

Calendar Bill HB 1464

Effective July 1, 2005

	Minimum	Workdays	Allowed Use of these Days				Comments
			Instruction	Make Up	Annual Leave	Staff Dev	
Instructional Days	180	180	Yes	NA	No	No	Minimum 180 days and 1,000 hours
Holidays ⁽¹⁾	10	-	Yes	Yes	NA	No	No instruction on Veterans Day or Sundays.
Annual Leave Days	10	-	No	Yes	Yes	No	
Work Days ⁽²⁾	10	10	Yes	Yes	Yes	Yes	Maximum number of mandatory days is 8.
Protected Work Days ⁽²⁾	5	5	No	No	Yes	No	See note (3)
	215	195					

Notes

(1) In years when Christmas is on Tuesday, Wednesday or Thursday, 11 days shall be designated as holidays.

(2) 7 of these 15 days must be designated as days on which teachers may take annual leave. ie. Optional workday

(3) One of these days must be scheduled at the beginning of the year and one at the end of each academic quarter.

APPENDIX A.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2003

HOUSE BILL 1464
RATIFIED BILL

AN ACT TO REDUCE BY FIVE THE NUMBER OF NONINSTRUCTIONAL TEACHER WORKDAYS; TO PROVIDE THAT PUBLIC SCHOOLS SHALL OPEN NO SOONER THAN AUGUST 25 AND CLOSE NO LATER THAN JUNE 10 EXCEPT IN YEAR-ROUND SCHOOLS, IN SCHOOLS IN ANY LOCAL SCHOOL ADMINISTRATIVE UNIT IN A COUNTY THAT HAVE BEEN CLOSED EIGHT DAYS PER YEAR DURING ANY FOUR OF THE LAST TEN YEARS BECAUSE OF SEVERE WEATHER CONDITIONS, ENERGY SHORTAGES, POWER FAILURES, OR OTHER EMERGENCY SITUATIONS, OR IN CERTAIN SCHOOLS WITH MODIFIED CALENDARS; TO ALLOW THE STATE BOARD OF EDUCATION TO GRANT EXEMPTIONS FROM THE OPENING AND CLOSING DATE REQUIREMENT FOR PURPOSES OF ACCOMMODATING SPECIAL PROGRAMS AND SCHOOLS; TO CLARIFY THAT LOCAL BOARDS OF EDUCATION MAY OFFER SUPPLEMENTAL OR ADDITIONAL PROGRAMS OUTSIDE OF THE SCHOOL CALENDAR; TO ENSURE THAT TEACHERS ARE PAID IN AUGUST; TO PROVIDE THAT FIVE NONINSTRUCTIONAL TEACHER WORKDAYS ARE PROTECTED FOR TEACHERS TO COMPLETE INSTRUCTIONAL AND CLASSROOM ADMINISTRATIVE DUTIES; TO REQUIRE THAT AT LEAST SEVEN NONINSTRUCTIONAL DAYS ARE DESIGNATED AS DAYS ON WHICH TEACHERS WITH ACCUMULATED VACATION LEAVE MAY TAKE THAT LEAVE; TO PROVIDE THAT THE REDUCTION IN TEACHER WORKDAYS DOES NOT REDUCE THE ANNUAL RATE OF PAY FOR TEACHERS AND OTHER EMPLOYEES; TO PROVIDE THAT NOTHING IN THIS ACT SHALL BE CONSTRUED AS CHANGING THE PAY CYCLE FOR NONCERTIFIED EMPLOYEES; TO DIRECT THE STATE BOARD OF EDUCATION TO STUDY NONINSTRUCTIONAL TEACHER WORKDAYS; TO PROVIDE THAT NOTHING IN THIS ACT REQUIRES THE GENERAL ASSEMBLY TO APPROPRIATE FUNDS FOR ITS IMPLEMENTATION OR REQUIRES LOCAL SCHOOL ADMINISTRATIVE UNITS TO EXPEND ADDITIONAL FUNDS FOR ITS IMPLEMENTATION; TO PROVIDE THAT THIS ACT APPLIES TO SCHOOLS BEGINNING WITH THE 2005-2006 SCHOOL YEAR; TO PROVIDE THAT THE ACT APPLIES IN ALL ONE HUNDRED COUNTIES AND IN ALL LOCAL SCHOOL ADMINISTRATIVE UNITS; AND TO PROVIDE THAT THE ACT IS EFFECTIVE WHEN IT BECOMES LAW.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-84.2 reads as rewritten:

"§ 115C-84.2. School calendar.

(a) School Calendar. - Each local board of education shall adopt a school calendar consisting of ~~220~~
215 days all of which shall fall within the
fiscal year. A school calendar shall include the following:

- (1) A minimum of 180 days and 1,000 hours of instruction covering at least nine calendar months. The local board shall designate when the 180

instructional days shall occur. The number of instructional hours in an instructional day may vary according to local board policy and does not have to be uniform among the schools in the administrative unit. Local boards may approve school improvement plans that include days with varying amounts of instructional time. If school is closed early due to inclement weather, the day and the scheduled amount of instructional hours may count towards the required minimum to the extent allowed by State Board policy. The school calendar shall include a plan for making up days and instructional hours missed when schools are not opened due to inclement weather.

~~(1a)~~ ~~(Applies only to~~

~~2002-2003 school year - See editor's note.)~~

~~Notwithstanding subdivision (1) of this subsection, a local board may decide to make up a maximum of three instructional days by adding instructional hours to previously scheduled instructional days. A local board shall make this decision only if all of the following criteria are met:~~

~~a. The days to be made up~~

~~were missed when schools were unable to be opened due to unusual and extraordinary inclement weather conditions.~~

~~b. It would cause undue~~

~~hardship to parents, children, and teachers to make up those days.~~

~~c. The school calendar~~

~~continues to have a minimum of 1,000 instructional hours covering at least nine months.~~

~~d. The additional hours~~

~~must equal the regularly scheduled number of instructional hours at each school.~~

~~If a local board adds instructional hours to previously scheduled days under this subdivision, the local school administrative unit is deemed to have a minimum of 180 days of instruction, teachers employed for a 10-month term are deemed to have been employed for the days being made up, and all other employees shall be compensated as if they had worked the days being made up.~~

(2) A minimum of 10 annual vacation leave days.

(3) The same or an equivalent number of legal holidays occurring within the school calendar as those designated by the State Personnel Commission for State employees.

(4) ~~Eight Five~~ days, as

designated by the local board, for use as teacher workdays, additional instructional days, or other lawful purposes. A local board may delegate to the individual schools some or all of the eight days to schedule under subdivision (5) of this subsection. A local board may schedule different

purposes for different personnel on any given day and is not required to schedule the same dates for all personnel workdays. These days shall be protected to allow teachers to complete instructional and classroom administrative duties. The local school administrative unit shall not impose any additional tasks on these days. The local board shall schedule one of these days at the beginning of the school year and one at the end of each academic quarter.

- (5) The remaining days scheduled by the local board in consultation with each school's principal for any of the purposes allowed under subdivision (4) of this subsection, use as teacher workdays, additional instructional days, or other lawful purposes. Before scheduling these days, the principal consulting with the local board, each principal shall work with the school improvement team to determine the days to be scheduled and the purposes for which they should be scheduled. Days may be scheduled and planned for different purposes for different personnel and there is no requirement to schedule the same dates for all personnel. However, if during the last two years the local school administrative unit has made up an average of at least eight days for school closing because of inclement weather, the local board may designate up to two of these days. In order to make up days for school closing because of inclement weather, the local board may designate any of the days in this subdivision as additional make-up days to be scheduled after the last day of student attendance.

Local boards and individual schools are encouraged to use the calendar flexibility in order to meet the annual performance standards set by the State Board. Local boards of education shall consult with parents and the employed public school personnel in the development of the school calendar.

Local boards and individual schools shall designate at least seven days scheduled under subdivisions (4) and (5) of this subsection as days on which teachers may take accumulated vacation leave. Local boards may designate the remaining days scheduled in subdivisions (4) and (5) of this subsection as days on which teachers may take accumulated vacation leave, but local boards shall give teachers at least 14 calendar days' notice before requiring a teacher to work instead of taking vacation leave on days scheduled in accordance with subdivision (5) of this subsection. any of these days. A teacher may elect to waive this notice requirement for one or more such of these days.

(b) Limitations. - The following limitations apply when developing the school calendar:

- (1) The total number of teacher workdays for teachers employed for a 10 month term shall not exceed 200-195 days.

- (2) The calendar shall include at least 42 consecutive days when teacher attendance is not required unless: (i) the school is a year-round school; or (ii) the teacher is employed for a term in excess of 10 months. At the request of the local board of education or of the principal of a school, a teacher may elect to work on one of the 42 days when teacher attendance is not required in lieu of another scheduled workday.
- (3) School shall not be held on Sundays.
- (4) Veterans Day shall be a holiday for all public school personnel and for all students enrolled in the public schools.

(c) Emergency Conditions. - During any period of emergency in any section of the State where emergency conditions make it necessary, the State Board of Education may order general, and if necessary, extended recesses or adjournment of the public schools.

(d) Opening and Closing Dates. - Local boards of education shall determine the dates of opening and closing the public schools under subdivision (a) (1) of this section. Except for year-round schools, the opening date for students shall not be before August 25, and the closing date for students shall not be after June 10. On a showing of good cause, the State Board of Education may waive this requirement to the extent that school calendars are able to provide sufficient days to accommodate anticipated makeup days due to school closings. A local board may revise the scheduled closing date if necessary in order to comply with the minimum requirements for instructional days or instructional time. ~~Different opening and closing dates may be fixed for schools in the same administrative unit.~~ For purposes of this subsection, the term 'good cause' means that schools in any local school administrative unit in a county have been closed eight days per year during any four of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations.

The State Board also may waive this requirement for an educational purpose. The term 'educational purpose' means a local school administrative unit establishes a need to adopt a different calendar for (i) a specific school to accommodate a special program offered generally to the student body of that school, (ii) a school that primarily serves a special population of students, or (iii) a defined program within a school. The State Board may grant the waiver for an educational purpose for that specific school or defined program to the extent that the State Board finds that the educational purpose is reasonable, the accommodation is necessary to accomplish the educational purpose, and the request is not an attempt to circumvent the opening and closing dates set forth in this subsection. The waiver requests for educational purposes shall not be used to accommodate system-wide class scheduling preferences.

The required opening and closing dates under this subsection shall not apply to any school that a local board designated as having a modified calendar for the 2003-2004 school year or to any school that was part of a planned program in the 2003-2004 school year for a system of modified calendar

schools, so long as the school operates under a modified calendar.

(e) Nothing in this section prohibits a local board of education from offering supplemental or additional educational programs or activities outside the calendar adopted under this section."

SECTION 2. G.S. 115C-302.1(b) reads as rewritten:

"(b) Salary Payments. - State-allotted teachers shall be paid for a term of 10 months. State-allotted months of employment for vocational education to local boards shall be used for the employment of teachers of vocational and technical education for a term of employment to be determined by the local boards of education. However, local boards shall not reduce the term of employment for any vocational agriculture teacher personnel position that was 12 calendar months for the 1982-83 school year for any school year thereafter.

Each local board of education shall establish a set date on which monthly salary payments to State-allotted teachers shall be made. This set pay date may differ from the end of the month of service. The daily rate of pay for teachers shall equal one twenty-second midway between one twenty-first and one twenty-second of the monthly rate of pay. Except for teachers employed in a year-round school or paid in accordance with a year-round calendar, or both, the initial pay date for teachers shall be no later than August 31 and shall include a full monthly payment. Subsequent pay dates shall be spaced no more than one month apart and shall include a full monthly payment.

Teachers may be prepaid on the monthly pay date for days not yet worked. A teacher who fails to attend scheduled workdays or who has not worked the number of days for which the teacher has been paid and who resigns, is dismissed, or whose contract is not renewed shall repay to the local board any salary payments received for days not yet worked. A teacher who has been prepaid and continues to be employed by a local board but fails to attend scheduled workdays may be subject to dismissal under G.S. 115C-325 or other appropriate discipline.

Any individual teacher who is not employed in a year-round school may be paid in 12 monthly installments if the teacher so requests on or before the first day of the school year. The request shall be filed in the local school administrative unit which that employs the teacher. The payment of the annual salary in 12 installments instead of 10 shall not increase or decrease the teacher's annual salary nor in any other way alter the contract made between the teacher and the local school administrative unit. Teachers employed for a period of less than 10 months shall not receive their salaries in 12 installments.

Notwithstanding this subsection, the term 'daily rate of pay' for the purpose of G.S. 115C-12(8) or for any other law or policy governing pay or benefits based on the teacher salary schedule shall not exceed one twenty-second of a teacher's monthly rate of pay."

SECTION 3. For certified and noncertified employees employed on or after the effective date of this act, the annual rate of pay beginning with the 2005-2006 school year

shall not be reduced as the result of this act. Furthermore, nothing in this act shall be construed to change the pay cycle for noncertified employees. The State Board of Education shall report annually to the Joint Legislative Education Oversight Committee on local compliance with this section.

SECTION 4. The State Board of Education shall study the scheduling of and purposes of noninstructional teacher workdays. As part of the study, the State Board shall consult with interested stakeholders that include members of local boards of education, school administrators, teachers, parents, and others the State Board considers appropriate. The State Board shall report any findings to the Joint Legislative Education Oversight Committee by December 15, 2004.

SECTION 5. Nothing in this act shall require the General Assembly to appropriate funds to implement it or require a local school administrative unit to spend additional funds to implement it.

SECTION 6. This act is effective when it becomes law and applies to school years beginning with the 2005-2006 school year. This act shall apply in all 100 counties and in all local school administrative units.

In the General Assembly read three times and ratified this the 18th day of July, 2004.

Senate

Marc Basnight
President Pro Tempore of the

Representatives

Richard T. Morgan
Speaker of the House of

Michael F. Easley
Governor

Approved 11:17 p.m. this 9th day of August, 2004

School Calendar - Teacher Workday Survey

The General Assembly directed that the State Board of Education study the scheduling and purposes of non-instructional teacher workdays with input from local boards of education, school administrators, teachers, and parents. (H.B. 1464)

We appreciate you completing this survey regarding the scheduling and use of non-instructional teacher workdays in your school system. Please complete and submit by November 5, 2004. If you have questions about the survey, please contact Joe Parry-Hill at 919-807-3368 or jparry@dpi.state.nc.us.

Non-instructional teacher workdays (when students are not in attendance) may be used for a variety of purposes. Please mark the importance of each of the following uses of non-instructional teacher workdays for Questions 1 through 8:

1 Grading Student Work and Other Administrative duties of the teacher.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

2 Lesson Planning and Coordination of Instruction with other teachers.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

3 Make-up of Instructional Days lost to school closings for weather or other emergencies.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

4 Orientation for New Teachers.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

5 Parent Conferences and Contacts.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

6 Professional Development to maintain skills of and meet license requirements.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

7 Provide opportunity for teachers to use earned vacation leave.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

8 Convert to Additional Days of Instruction (beyond 180) for students.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

From your perspective, what is the appropriate number of non-instructional teacher workdays for each purpose listed in questions 9 through 16?

9 The appropriate number of teacher workdays for Grading Student Work and Other Administrative Duties of the teacher is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

10 The appropriate number of teacher workdays for Lesson Planning and Coordination of Instruction with other teachers is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

11 The appropriate number of teacher workdays for Make-up of Instructional Days lost to school closings for weather or other emergencies is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

12 The appropriate number of teacher workdays for Orientation for New Teachers is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

13 The appropriate number of teacher workdays for Parent Conferences and Contacts is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

14 The appropriate number of teacher workdays for Professional Development to maintain skills of and meet license requirements is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

15 The appropriate number of teacher workdays to Permit the Use of

Earned Vacation Leave by the teacher is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

16 The appropriate number of teacher workdays to be converted to Days of Student Instruction (beyond 180) is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

17 Who participated in developing the school calendar for your school system? (Mark all that apply)

- ☐ Local Board of Education Members
- ☐ Superintendent
- ☐ Principals
- ☐ Teachers
- ☐ Other Employed Public School Personnel
- ☐ Parents
- ☐ Students
- ☐ Don't Know

18 Other thoughts on the purposes and scheduling/placement of workdays:

RESPONDENT INFORMATION: (Please mark the information that best describes you)

NOTE: TEACHERS please answer Questions 20 & 21. SCHOOL ADMINISTRATORS please answer Question 22, all others please answer Question 19.

19 I am a:

- ☐ Student
- ☐ Parent

These weather-related waivers, based on missing more than 8 days in 4 of the last 10 years, (see reverse side for details), were approved by the SBE on 1/6/05. Note that not all LEAs eligible under the statute requested waivers.

CALENDAR WAIVER REQUEST FOR LEA WIDE

	ELIGIBLE LEAS	YES	NO	START/END DATE
030	Alleghany County	X		08/04/2005
050	Ashe County	X		08/10/2005
060	Avery County	X		08/09/2005
110	Buncombe County	X		08/18/2005
111	Asheville City	X		08/17/2005
290	Davidson County		X	
291	Lexington City		X	
292	Thomasville City		X	
340	Forsyth County		X	
390	Granville County	X		08/10/2005
440	Haywood County	X		06/16/2005*
570	Madison County		X	
610	Mitchell County	X		08/05/2005
680	Orange County		X	
681	Chapel Hill-Carrboro		X	
730	Person County		X	
760	Randolph County		X	
761	Asheboro City		X	
790	Rockingham County		X	
800	Rowan-Salisbury		X	
850	Stokes County	X		08/08/2005
860	Surry County	X		08/10/2005
861	Elkin City	X		08/15/2005
862	Mount Airy City	X		08/11/2005
910	Vance County	X		08/15/2005
950	Watauga County	X		08/11/2005
970	Wilkes County	X		08/15/2005
995	Yancey County	X		08/08/2005

Based on HB 1464, School Calendar Bill the local education agencies requesting a waiver are being recommended for approval.

Waiver requested based on school end date.

LEA		LEAs ELIGIBLE FOR A WAIVER REQUEST IN 2005-06										Year ≥ 8 Days	Eligible for Waiver
		2003 2004	2002 2003	2001 2002	2000 2001	1999 2000	1998 1999	1997 1998	1996 1997	1995 1996	1994 1995		
030	Alleghany County	11	14	7	10	13	9	9	15	20	8	9	Y
050	Ashe County	14	16	7	10	12	13	15	15	22	14	9	Y
060	Avery County	17	16	8	16	13	11	18	12	22	14	10	Y
110	Buncombe County	10	8	4	6	7	7	8	6	18	4	4	Y
111	Asheville City	7	6	4	3	5	4	6	5	15	4	1	*Y
290	Davidson County	9	8	3	1	11	2	0	3	12	2	4	Y
291	Lexington City	9	8	0	1	11	1	0	3	10	2	4	Y
292	Thomasville City	8	8	2	1	9	2	0	3	9	2	4	Y
340	Forsyth County	8	10	2	0	9	2	0	3	12	1	4	Y
390	Granville County	9	9	3	2	14	0	0	3	14	3	4	Y
440	Haywood County	7	10	1	11	9	7	9	5	17	8	6	Y
570	Madison County	13	13	5	14	15	8	13	7	24	7	7	Y
610	Mitchell County	15	16	7	12	13	14	18	8	24	13	9	Y
680	Orange County	9	9	2	0	11	1	0	3	10	2	4	Y
681	Chapel Hill-Carrboro	8	8	0	0	9	0	0	3	10	0	4	Y
730	Person County	10	10	1	2	10	0	0	3	12	3	4	Y
760	Randolph County	9	9	1	0	12	2	0	2	10	3	4	Y
761	Asheboro City	6	7	2	0	9	2	0	2	8	2	2	*Y
790	Rockingham County	11	12	0	3	13	3	0	3	14	1	4	Y
800	Rowan-Salisbury	8	8	3	0	8	1	0	2	10	2	4	Y
850	Stokes County	14	13	3	2	14	5	1	6	14	2	4	Y
860	Surry County	14	13	3	7	11	7	1	5	14	2	4	Y
861	Elkin City	11	10	2	3	7	3	0	3	7	1	2	*Y
862	Mount Airy City	11	10	2	4	8	3	0	2	12	1	4	Y
910	Vance County	5	9	3	2	11	0	0	3	12	8	4	Y
950	Watauga County	18	17	7	14	12	11	13	10	23	14	9	Y
970	Wilkes County	13	10	0	5	10	6	1	4	11	3	4	Y
995	Yancey County	13	13	8	14	12	14	15	10	23	13	10	Y

* LEAs 111, 761 and 861 are eligible for the waiver due to LEAs 110, 760 and 860 being eligible and based on the wording in the Ratified House Bill 1464 which states, "For purposes of this subsection, the term 'good cause' means that schools in any local administrative unit in a county have been closed eight days per year during any four of the last 10 years because of severe weather conditions, energy shortages, power failures, other emergency situations.

The following LEAs requested education-related waivers. The State Board will take action on these requests at the February SBE meeting. The "recommendation" is DPI's recommendation to the SBE.

Summary of School Calendar/Educational Purpose Waiver Requests by LEA

	LEA Number	LEA NAME	Number of Schools Requesting Waivers	Number of Schools in LEA
1	070	Beaufort County Schools	14	14
2	182	Newton-Conover City Schools	1	6
3	210	Edenton-Chowan Schools	4	4
4	230	Cleveland County Schools	1	28
5	330	Edgecombe County Schools	3	15
6	410	Guilford County Schools	3	106
7	420	Halifax County Schools	2	15
8	560	Macon County Schools	3	10
9	580	Martin County Schools	12	12
10	590	McDowell County Schools	10	11
11	640	Nash-Rocky Mount Schools	5	29
12	720	Perquimans County Schools	4	4
13	750	Polk County Schools	1	6
14	830	Scotland County Schools	14	15
		TOTAL	77	

Examples of Educational Purpose Waivers Requested:

- Schools where calendars must be linked to a Community College or University schedules (New Schools Project and early or middle college programs).
- School operating with an extended instructional calendar (high priority schools and several alternative schools).
- Financial issues related to a local education agency operating multiple school calendars within the school system (payroll, transportation, child care).

THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Requested Legislation for the 2005 Session of the General Assembly

1. Private Company use of College Facilities for Equipment

Legislation is needed to clarify the eligibility of colleges to work with private companies that enable equipment vendors to provide loaned or donated equipment for both training and educational use. In exchange for this benefit, the companies would be allowed to use colleges' facilities at designated times to demonstrate the loaned or donated equipment to potential customers. Large industrial equipment companies have this reciprocal arrangement with colleges around the country. Colleges receive the latest equipment and in return, companies use the college facilities a few days per year to demonstrate it to potential customers.

It is requested that the Umstead Act be further amended to add a fourth eligibility item to the limited waiver that the NCCCS received in the late 1990's. That item should permit the use of CC facilities by private companies in exchange for loaned or donated instructional equipment. The local Board of Trustees should adopt a policy to govern the use of college facilities consistent with this intent.

2. Amend the North Carolina Administrative Code to Simplify Rule-Making for NCCCS

The current process for making or amending rules to 23 North Carolina Administrative Code (NCAC) is not responsive to the needs of the State Board of Community Colleges. GS 115D-5 gives to the State Board the authority to "adopt and execute such policies, regulations and standards concerning the establishment, administration and operation of the institutions as the State Board may deem necessary...". According to our legal counsel, amending the NCAC requires a minimum of five months, but realistically it is more like nine months. This process does not lend itself to good, responsive governance by an independent board, almost half of whose membership is appointed by the General Assembly.

With respect to an independent State Board, the UNC Board of Governors does not have to go through any such processes when making permanent amendments to their Code, as they are exempt. Instead, the UNC System follows a process whereby amendments to their own "Code" are drafted by staff, approved by a Division Vice President, and then submitted to the Board of Governors for approval. The Board of Governors can adopt the changes only 28 days after the proposed rule change is made public. The System President is then authorized to issue guidelines interpreting the Code change.

It is requested that the following procedure be adopted into law for the State Board to amend 23 NCAC:

- a. New rules or rule changes, drafted by staff and legal counsel, would be proposed at a meeting of the State Board and immediately published in the "Registry" for public review.*
- b. Any member of the public can request a "public hearing" within the 30-day window of State Board meetings.*
- c. If there is no public objection, the State Board could adopt the rule (change) at their next meeting, and it would immediately become a part of 23 NCAC. If a hearing is requested, one shall be scheduled and held. Objections could then be resolved. The rule would lay over another 30 days and be subsequently considered for adoption by the State Board. In totality, the State Board could adopt rules (changes) within 60 days of their being proposed.*

The University of North Carolina, Office of the President, has indicated a willingness to assist with the passage of this legislation, as it will facilitate joint articulation of educational programs and activities between the UNC System and the NCCCS. The matter was also discussed among members of the Task Force on UNC/NCCCS Partnerships.

3. Reauthorization of House Bill 275

The 1999 Session of the General Assembly included in Section 9.11 of Session Laws 1999-237 language that reduced the unemployment insurance tax by 20 percent for most employers and substituted an equivalent contribution to fund enhanced employment services and worker training programs. This language came from a bill introduced as House Bill 275, and the title stuck.

The intent and effect of the legislation was to generate dollars for worker training (New and Expanding Industry and Focused Industrial Training) and equipment needs in the NCCCS.

The legislation was re-authorized by the 2001 Session (Section 30.5 of Session Laws 2001-424) of the General Assembly, with several provisos, and a sunset date of January 1, 2006. The language of the provision stated the if either the Unemployment Insurance Trust Fund balance sank below \$900 million, OR if at any time in the preceding 12 months the unemployment rate rose above 4.3 percent, the collection of the contribution would not apply. Both of these events occurred early in the reauthorization period, and the System has not received any contributions since fiscal year 2001-02. In total, since its initial authorization in 1999, the NCCCS has received \$87.1 million.

The NCCCS does not anticipate receiving any additional funds from this source through the current authorization period.

It is requested that the language of Section 30.5 of Session Laws 2001-424 be repeated for a reauthorization period extending from January 1, 2006 through January 1, 2011. This would fund enhancements to worker training programs such as New and Expanding Industry and Focused Industrial Training, and would provide a non-recurring funding source to replace obsolete training equipment for workers seeking re-training.

The earliest possible date at which the NCCCS could realistically expect to receive funds from this funding source is the first or second quarter of FY 2006-2007.

4. Amend General Statute 115D to State Clearly That the NCCCS is the Presumptive Deliverer of "Workforce Training" in North Carolina

The 1995 Session of the General Assembly appropriated funds and implemented language in the Appropriations Act (Sections 16.3 and 16.7 of Chapter 507 of the 1995 Session Laws) that followed the work of the "Commission on the Future of the North Carolina Community College System." The appropriations were made to implement "Retooling for the Year 2000: Gaining the Competitive Edge", which had been initiated two years before, including adjusting ratios, tuition remission, budget stability and equipment.

Two important pieces of language also were written into the bill. This language included legislative intent for future funding for the NCCCS for worker training (customized, Occupational Continuing Education, high skill), technology, high cost programs, and a direct reference to the NCCCS being the lead agency in workforce training in the state. In fact, the language stated:

"The NCCCS is designated as the primary lead agency for delivering job training, literacy, and adult education programs in the State."

The problem is that this language was never codified, and as such "died" with the expiration of the Appropriations Act. There is a strong desire among the Presidents' Association to codify this language into 115D. The belief is that there is so much competition from private, non-profits that seek state or federally-sponsored job training programs, that the NCCCS is put at a disadvantage and at competition for funding. In addition, the NCCCS is the lead agency, and as such, the statutes should be codified to reflect that.

It is requested that General Statute 115D-1 be amended to include the language:

"The NCCCS is designated as the primary lead agency for delivering workforce development training, literacy and adult education programs in the State."

5. Customized Industry Training

During the 2004 Session of the General Assembly, the System President and Vice President for Business and Finance worked to establish a third tool to train workers in the state under the auspices of the NCCCS: Customized Industry Training (CIT). This program could only be initiated if the necessary and sufficient funds have been appropriated for the expanded services to existing industry. This program would not combine existing worker training programs (NEIT or FIT), but would build upon these tools by adding a third option. The third (new) option, called CIT, would be

Requested Legislation for the 2005 Session of the General Assembly
Page 4

used when a company, forced to layoff workers during a recession, was seeking to retool and rehire; or, a company is in transition to a completely different manufacturing technology. The resources of CIT would only be used when a company was:

- a. making a substantial investment in capital equipment and/or real estate, thereby increasing the tax base of the county;
- b. retraining a significant portion of its workforce to utilize the new equipment and technology; and,
- c. the retrained workers would earn a higher average wage than before the training was delivered.

Significant accountability can be developed, such as that for the NEIT program, to assure resources are managed effectively. This can include a written cost-benefit analysis before funds are expended, and evaluations of the effects of the training on investment and wages.

It is requested that effective July 1, 2005:

"There is created within the North Carolina Community College System the Customized Industry Training (CIT) Program. The CIT program shall offer programs and training services as new options for assisting existing business and industry to remain productive, profitable and within the State. Before a business or industry qualifies to receive assistance under the CIT, the System President and the Vice President for Economic and Workforce Development must determine that:

- (i) the business is making an appreciable capital investment;***
- (ii) the business is deploying new technology;***
- (iii) the skills of the workers will be enhanced by the assistance; and,***
- (iv) the average of wage of the workers receiving the training will increase measurably.***

The State Board shall report on an annual basis to the Joint Legislative Education Oversight Committee:

- (1) The total amount of funds received by the company;***
- (2) The amount of funds per trainee received by the company;***
- (3) The amount of funds received per trainee by the community college delivering the training;***
- (4) The number of trainees trained by the company and community college; and,***
- (5) The number of years the companies have been funded.***

The State Board shall adopt rules and policies to implement this provision.

6. Employees Working in North Carolina Charged In-State Tuition

In the 1989 Regular Session of the General Assembly, GS 115D-39 "Student Tuition and Fees", was modified. The modification provided that when an employer pays the tuition for an employee to attend an institution within the North Carolina Community College System, and the employee works at a business at a North Carolina location, the employer shall be charged the in-state tuition. While this legislation has been beneficial to many employees and employers within the state, there is also an issue with respect to in-state employers who transfer employees into the state getting resident tuition. It appears from the statute that a combination of the two, in-state employers paying tuition for out-of-state employees AND family members of employees transferred into the state, are subject to a one percent (1%) maximum cap. In other words, only one percent of the out-of-state student population may receive this benefit.

The solutions are to either raise the percentage for both, or eliminate the percentages entirely. The following language is recommended:

In order to accommodate the needs of existing business and industry in North Carolina, and to facilitate both the productivity and profitability thereof, GS 115D-39 is amended as follows:

§ 115D-39. Student tuition and fees. (a)The State Board of Community Colleges shall fix and regulate all tuition and fees charged to students for applying to or attending any institution pursuant to this Chapter. The receipts from all student tuition and fees, other than student activity fees, shall be State funds and shall be deposited as provided by regulations of the State Board of Community Colleges. The legal resident limitation with respect to tuition, set forth in G.S. 116-143.1 and G.S. 116-143.3, shall apply to students attending institutions operating pursuant to this Chapter; provided, however, that when an employer ~~other than the armed services, as that term is defined in G.S. 116-143.3,~~ pays tuition for an employee to attend an institution operating pursuant to this Chapter and when the employee works at a North Carolina business location, the employer shall be charged the in-State tuition rate; provided further, however, a community college may charge in-State tuition to ~~up to one percent (1%) of its out-of-state students, rounded up to the next whole number, to accommodate the families transferred by business and the families transferred by industry, or the civilian families transferred by the military, consistent with the provisions of G.S. 116-143.3,~~ into the State.

This revision will enable both employees of employers and families of employees recently transferred in to the state to benefit from the skills training offered by the NCCCS, thus making the company more profitable, and the families of employees available to the workplace.

7. Exemption From Announcing for Designer Services

Under current law, colleges that undertake small renovation, repair, and minor new construction activities are required to announce for designer services. The designer services include architectural, engineering, and surveying services. Projects under \$100,000 must be compliant with GS 143-64.31, which requires the announcement of all requirements.

A more efficient process would enable community colleges to secure these services without announcing for designer services. A competitive and lengthy selection process could be avoided. In fact, both state agencies and the University of North Carolina system have been able to secure these services for many years without announcing.

Therefore, it is requested that:

In order for the community colleges to be able to initiate and complete small renovation, repair or minor construction projects in an expeditious and cost effective manner, defined as \$100,000 or less, the North Carolina Community College System is exempted from NCGS 143-64.31.

8. "Learn and Earn" Language Needed

In order to facilitate the implementation of the "Learn and Earn" legislation at additional community college sites in FY 2005-06 and 2006-07, language is needed to ensure successful implementations.

First, there is language that appears in Section 2 of Senate Bill 656, which was codified as a part of GS 115C-238.53(f) (the Public Schools Laws) that must be included in as a part of GS 116C-4, to wit:

(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.

In addition, the language in GS 115D-5(b) that provides for tuition exemption for students in either Huskins or concurrent enrollment classes should be made applicable to Early College High Schools and Middle College High Schools. The following is recommended:

Provided further, tuition shall also be waived for all courses taken by high school students at community colleges, including both Early College and Middle College High Schools, in accordance with G.S. 115D-20(4) and this section.

9. **Authorization for Community Colleges to Provide Education and Training for Lateral Entry Teachers**

It is recommended that the following language be included in GS 115D-5:

Notwithstanding G.S. 115C-296(c) or any other provision of law, the State Board of Community Colleges and the State Board of Education shall develop and implement policies for community colleges to offer non-credit coursework to accomplish entry into the profession of classroom teaching by skilled individuals already holding a bachelors degree or higher through lateral entry (or alternative licensure). The North Carolina Community College System and the Alternative Licensing Center shall develop procedures and identify the community college courses that provide the competencies needed to justify the certification and employment of such individuals through lateral entry (or alternative licensure).

10. **Special Legislation for the Replacement of the Research Vessel "Dan Moore"**

Cape Fear Community College operates the only sea-going research vessel in the North Carolina Community College System. Cape Fear operates the only Marine Science program of its kind in the System. There are some who allege that the vessel has become unsafe for the students and faculty to use, as it is quite old. The estimated cost of replacing the vessel is \$5 to \$6 million. There will not be an appropriation to the equipment budget sufficient to replace this vessel. Therefore, special legislation may be needed (such as a long-term, lease purchase agreement accompanied by an annual appropriation) to replace the "Dan Moore."

11. **Exemption from the Massage Therapy Board**

DRAFT Language to Exempt Local Community Colleges from the School Approval Process of the North Carolina Board of Massage and Bodywork Therapy

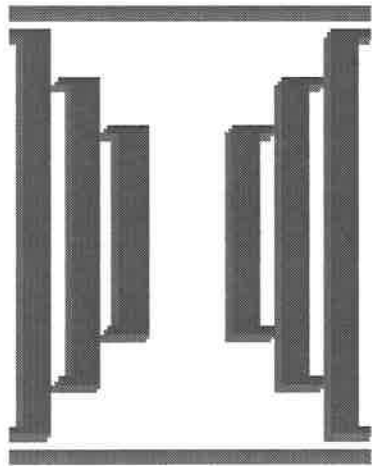
N.C. General Statute § 90-631 is amended by adding a new subsection (b) as follows:

"Any massage and bodywork therapy program operated by a North Carolina community college, accredited by the Southern Association of Colleges and Schools, shall be exempt from the school approval process of the Board. Each massage and bodywork therapy program operated by a community college shall be deemed licensed upon the college's annual certification that the college meets or exceeds the minimum standards for curriculum, instructional staff, and learning resources. The Board may require community colleges to pay an annual application fee not to exceed \$250.00." (NOTE: The President said that IF we are granted an exemption, THEN the preceding language and fee issue becomes moot.)

12. Legislative Study of Proprietary Schools

DRAFT Language to Require the North Carolina Community College System to Conduct a Study of Proprietary Schools

“There is appropriated from the General Fund the amount of \$40,000 to the North Carolina Community College System to conduct a study of its role in licensing proprietary schools. At a minimum the study shall consider: (1) whether the licensing of proprietary schools should be separate from the North Carolina Community College System; (2) whether the proprietary school licensing authority should be granted additional authority to investigate and enforce the licensing requirements; (3) whether students are adequately protected from financial loss when a school closes; (4) whether the licensing of proprietary schools should be self-supporting; and, (5) other issues identified. The North Carolina Community College System shall submit its findings to Governmental Operations no later than January 1, 2006.”

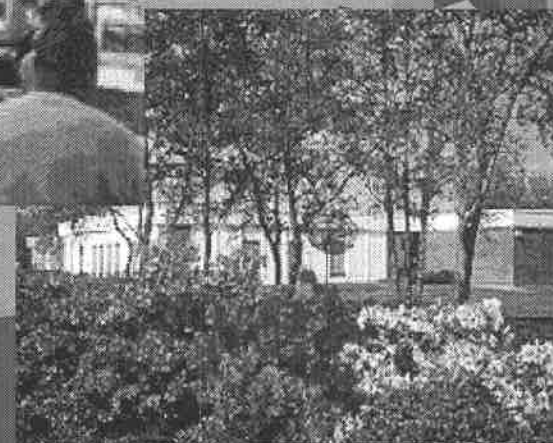
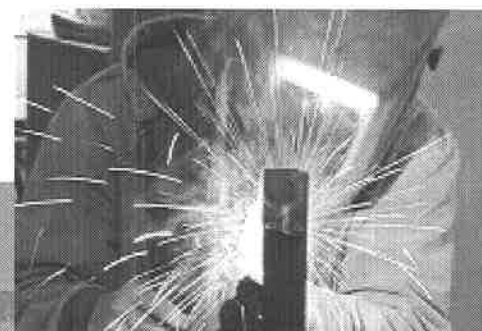


Weathering Recession and Responding to a Changing State Economy

**2005-2007 Consensus
Expansion Budget Request**

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

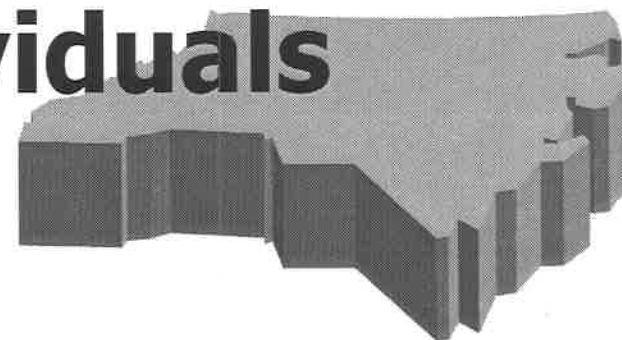




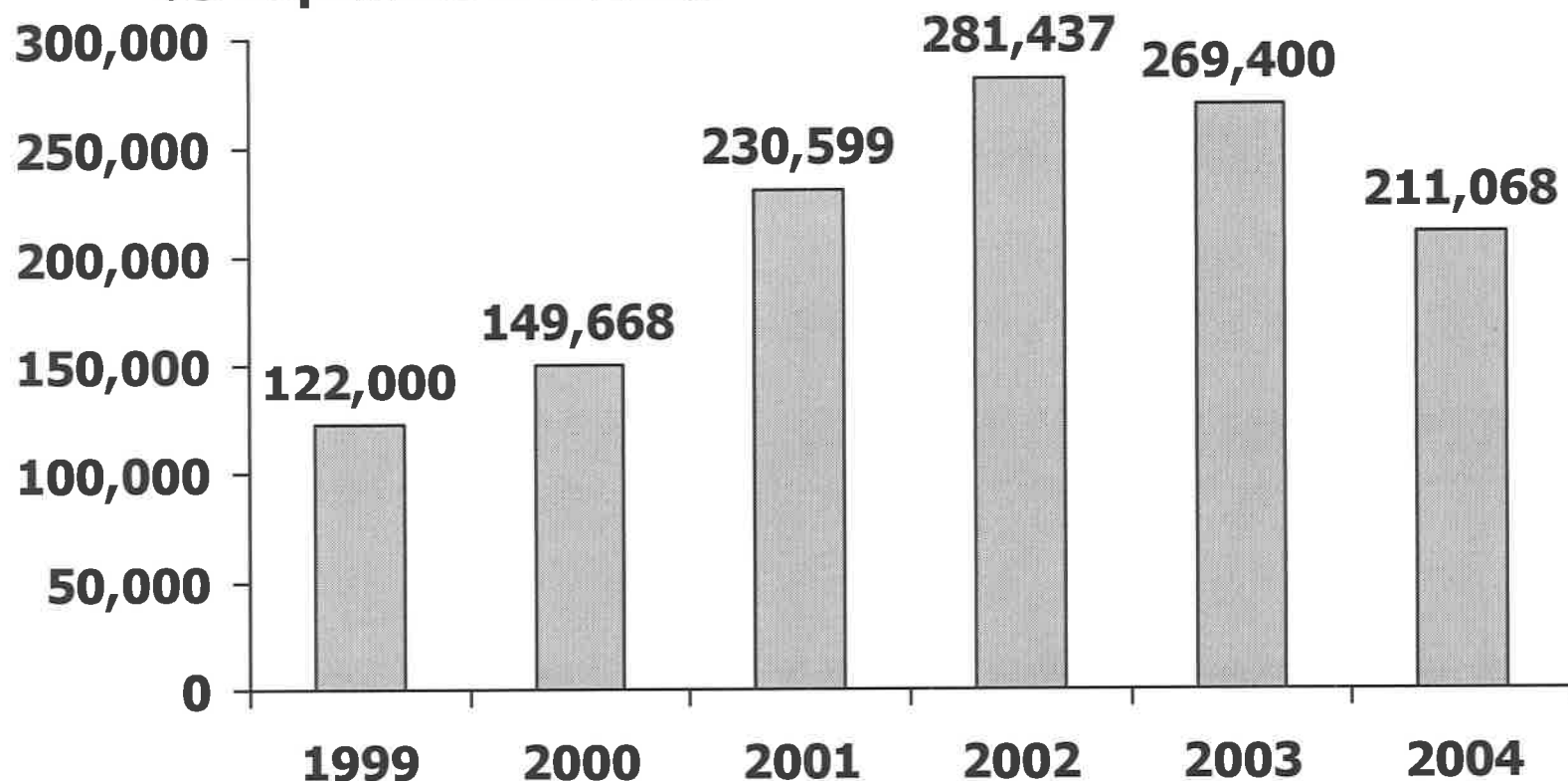
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Unemployed Individuals in North Carolina 1999 - 2004



US Department of Labor



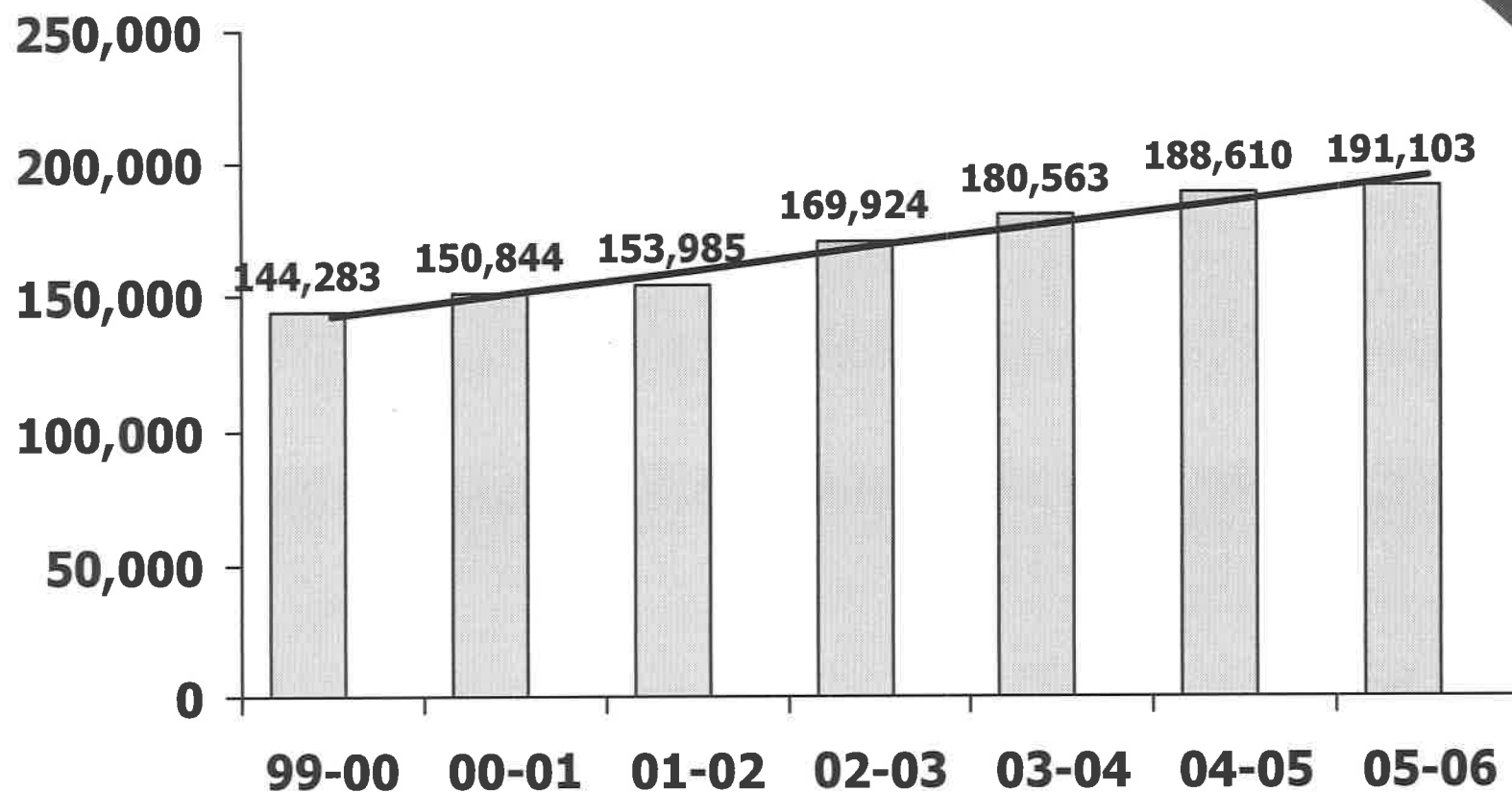
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1999-2006 Enrollment Increase in NC Community College System

Full-Time Equivalent Students (FTE)

Actual and Projected



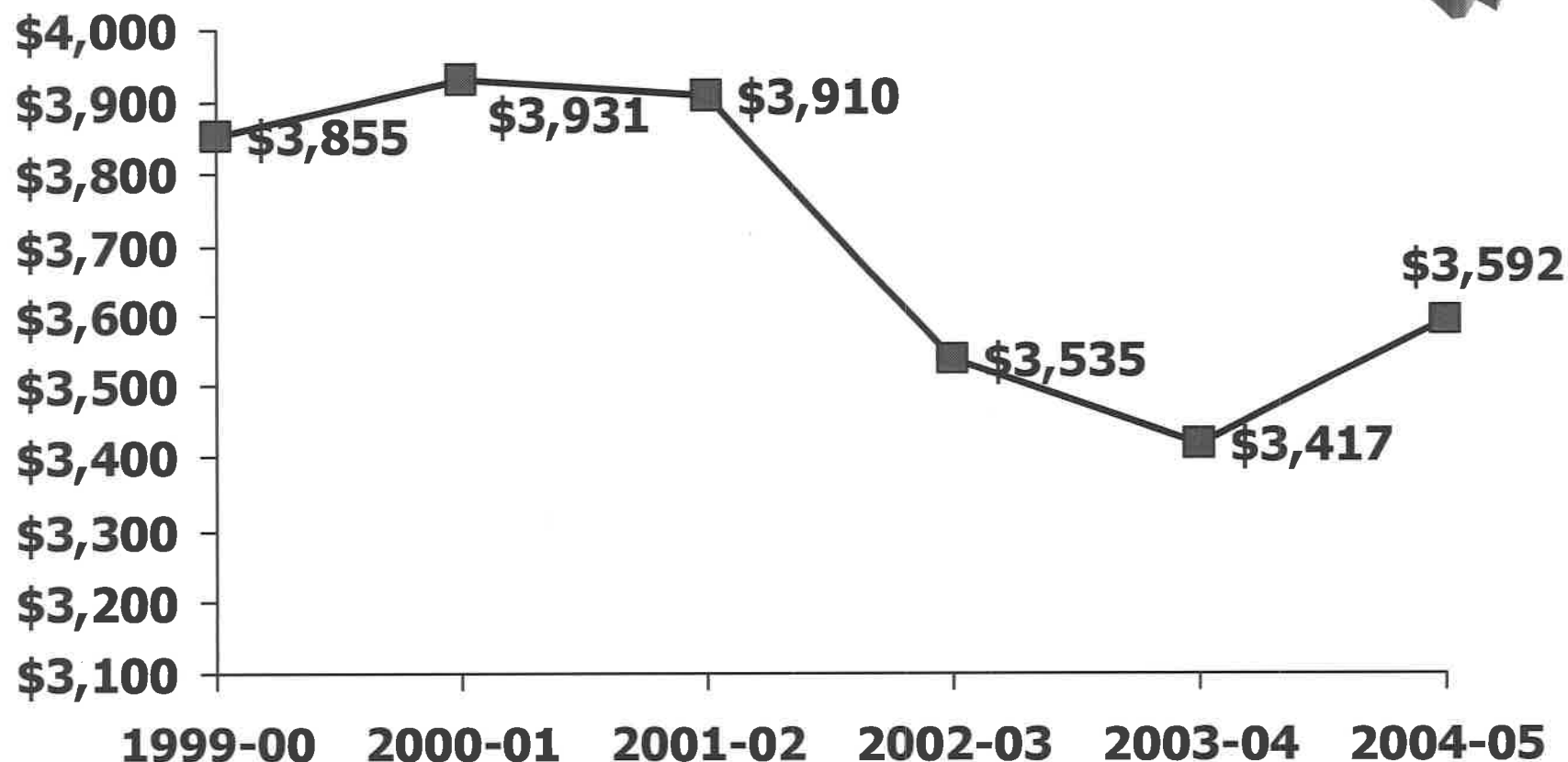
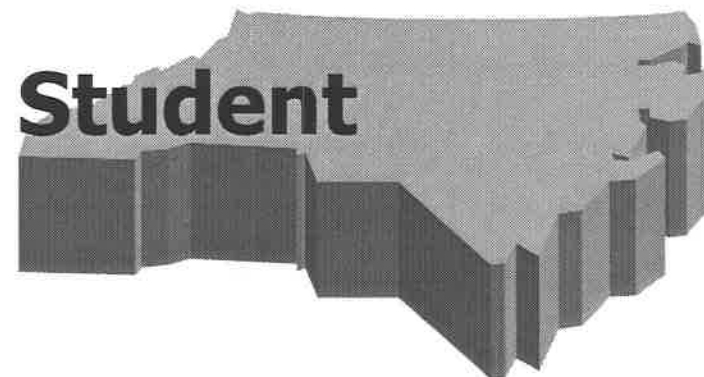
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Changes in per FTE Student Operations Funding



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2005-07 Consensus Expansion Budget Request

Tier I

- **Enrollment Growth**
- **Faculty and Professional Staff Salaries**
- **Equipment Funding**

Tier II

- **System Office Support**

Tier III

- **Instructional Support Personnel**
- **Economic Development**
- **Financial Aid**
- **Distance Learning**
- **Multi-Campus/Off-Campus Centers**
- **BioNetwork**
- **UNC/NCCCS Partnerships**

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Tier I

■ Enrollment Growth

◆ 05-06: \$14.99 million

◆ 06-07: \$14.99 million

■ With “backward funding,” new money needed to pay for students enrolled today

■ Critical areas, such as nursing, must grow to relieve waiting periods of up to four years for admission



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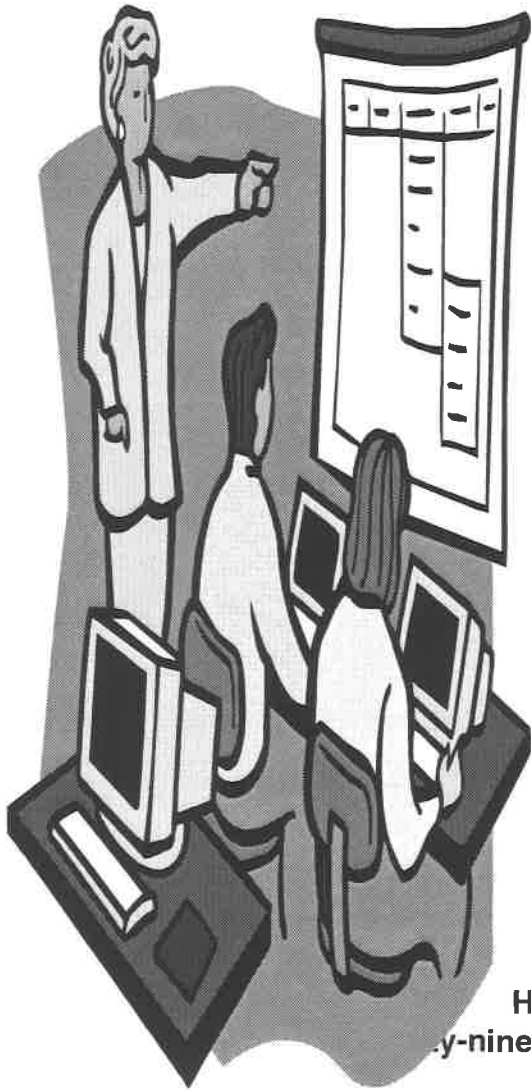
Tier I

■ Faculty and Professional Staff Salaries

◆ 05-06: \$27 million

◆ 06-07: \$54 million

- Continuing implementation of multi-year plan started in 2004 to move to national averages by 2009
- Current pay about \$13,000 below national averages
- Increases critical to recruit and retain skilled employees



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Tier I

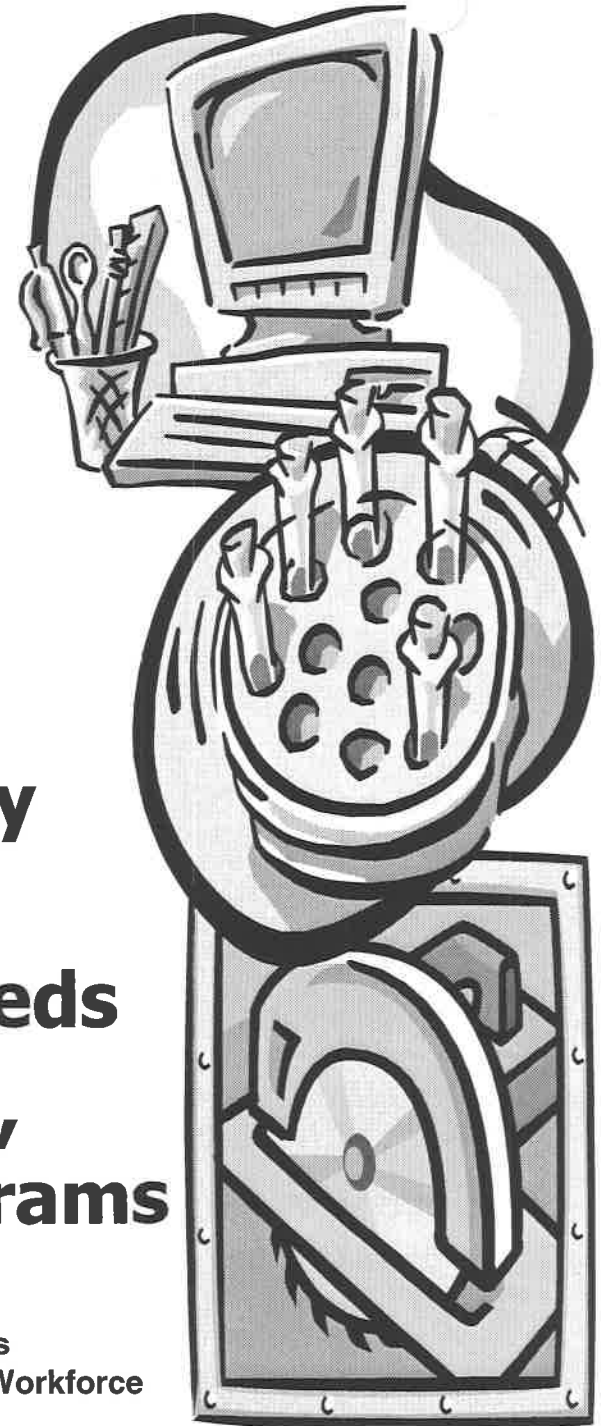
■ Equipment Funding

\$231.97 million

Accumulated needs for:

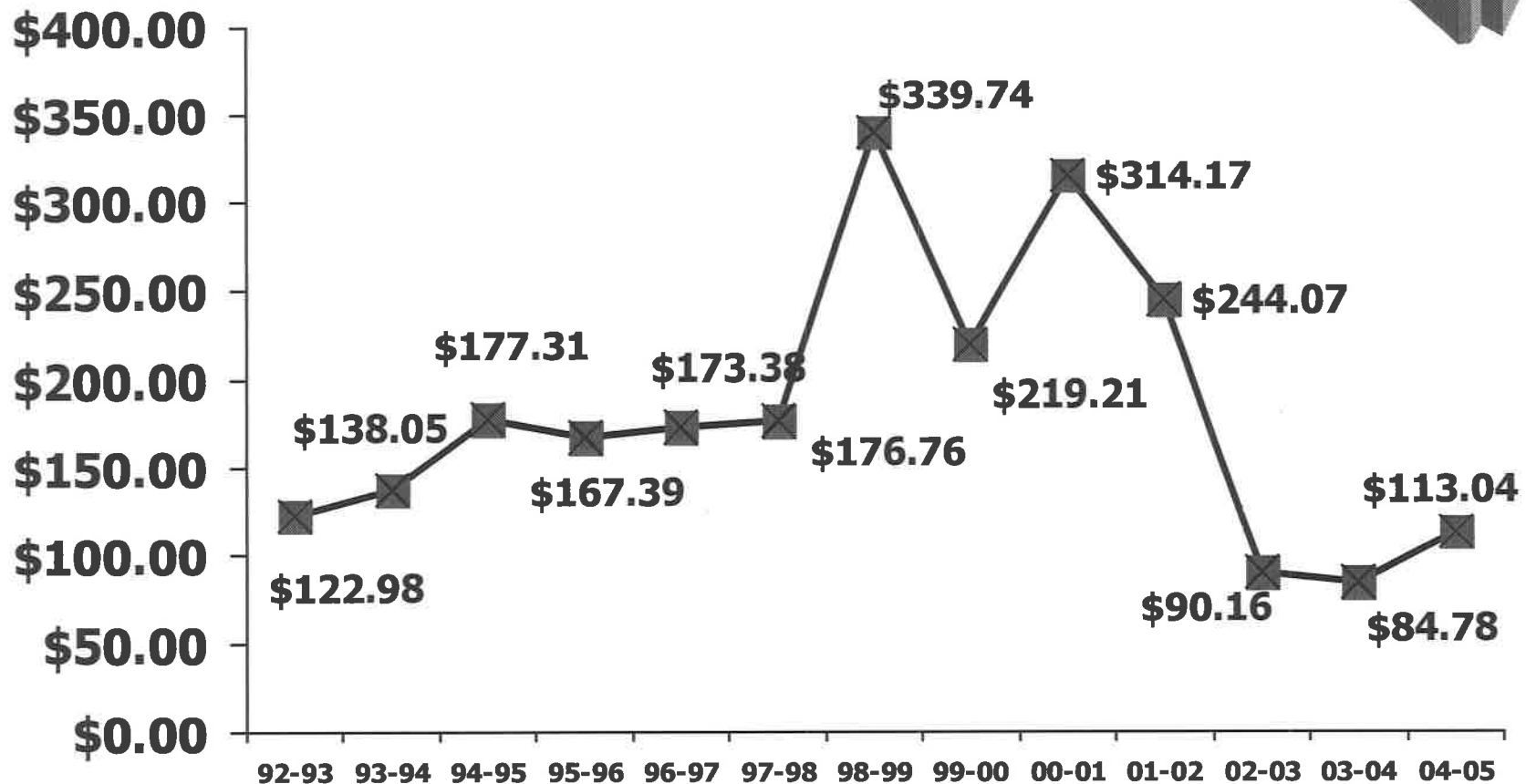
- Equipping new and renovated facilities, including new capacity from 2004 bonds
- Meeting technology training needs
- Reducing waiting lists in trades, business and allied health programs

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Equipment Funding Per FTE Student 1992 - 2005

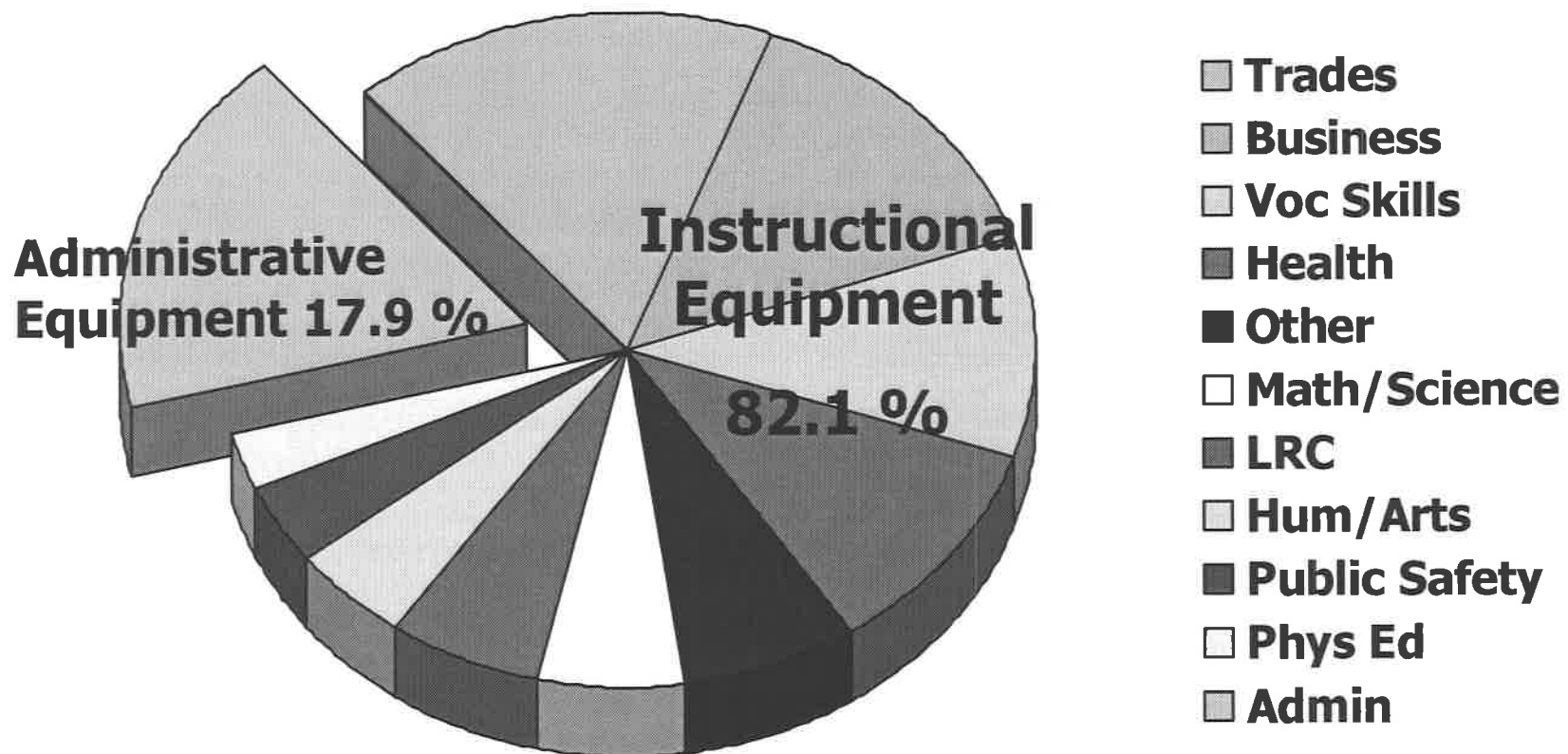


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Distribution of Equipment Needs

\$231.97 Million



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Tier II



■ System Office Support

◆ 05-06: \$2.34 million

◆ 06-07: \$2.28 million

■ System Office staff reduced 32 percent (80 positions) since 1989

■ Extensive new responsibilities demanded of System Office, including accountability mandates, biotech and other economic development projects, comprehensive articulation agreement, statewide bond management, CIS

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Tier III

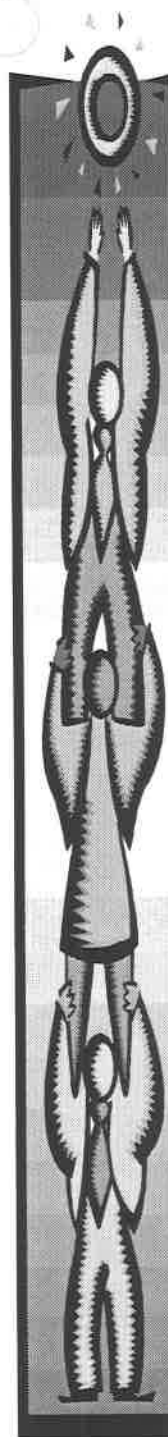
■ Instructional Support Personnel

◆05-06: \$16.5 million

◆06-07: \$16.03 million

- Critical situation as enrollment grows, driven by students with high needs for support
- Includes for each of 58 comprehensive community colleges:
 - ◆ One academic/disability counseling position
 - ◆ One Financial aid officer
 - ◆ One student tech support position
 - ◆ Staff and software for computer security

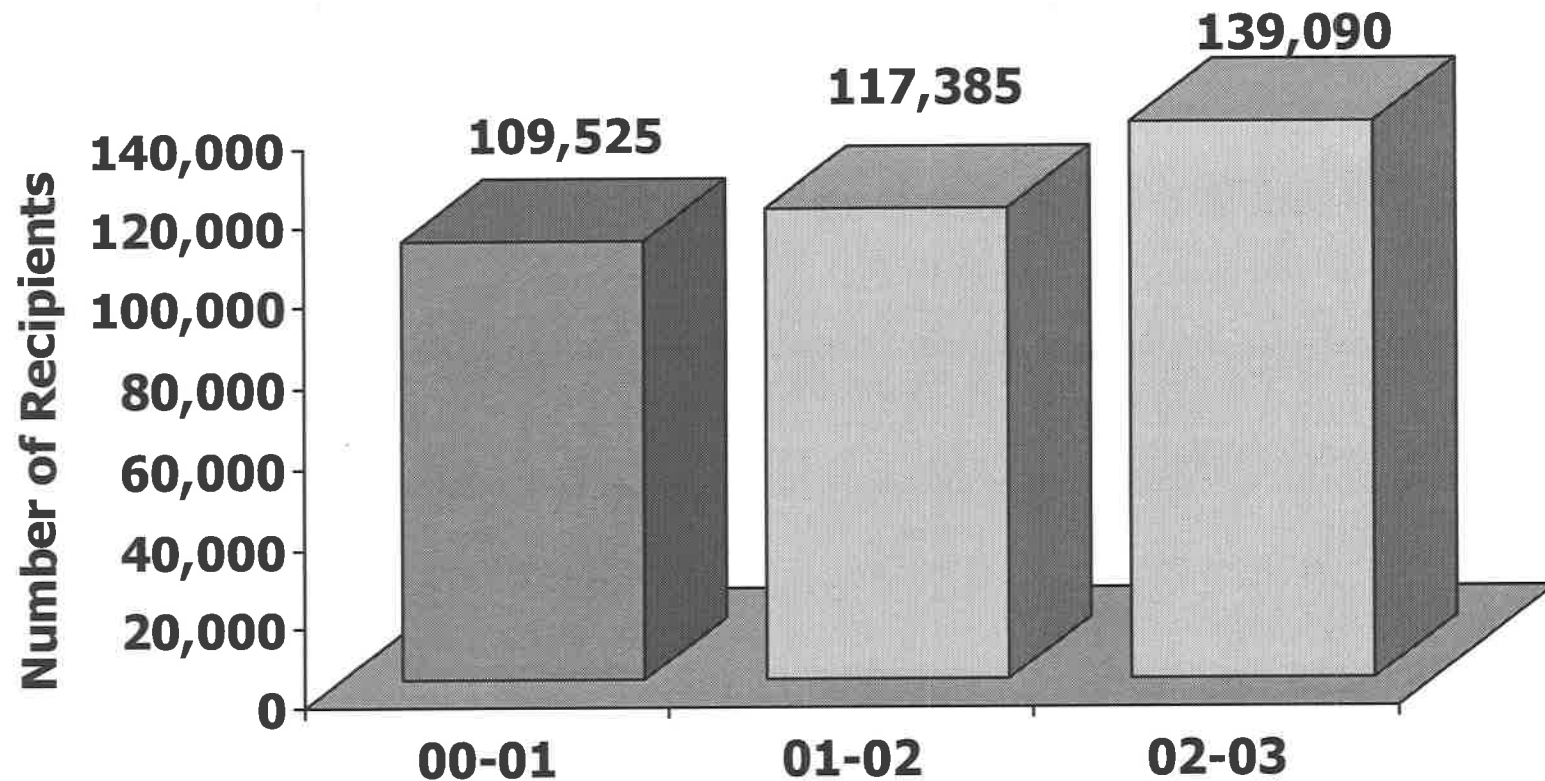
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Students Receiving Financial Aid

Three-year growth: 27 percent



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Tier III



■ Economic Development Activities

◆ 05-06: \$28.98 million

◆ 06-07: \$30.44 million

■ Occupational Continuing Education (OCE): Fund at same rate as curriculum to bolster workforce training

■ Small Business Center Network: Catch up with growing demand for entrepreneurship training, establish distance learning, strengthen professional development

■ Customized Industry training: Strengthen skills training for new, expanding and existing industries, bolster economic recovery and growth, expand staff in rural northeast and southeast to help grow industry

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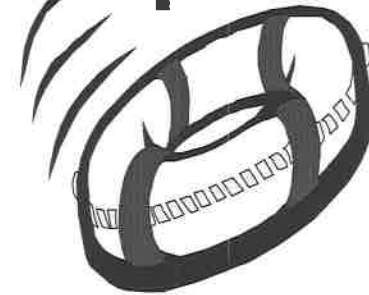


Tier III

■ Comprehensive Financial Aid Plan for Student Access and Faculty Development

◆ 05-06: \$15.7 million

◆ 06-07: \$15.7 million



- Expand baccalaureate education program for faculty
- Provide accommodations for disabled students
- Increase state child care grant
- Expand community college grant program
- Expand community college trust fund program
- Secure appropriation funding for targeted assistance to low-enrollment/high-demand programs



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Tier III

■ Comprehensive Financial Aid Plan for Student Access and Faculty Development (continued)

- Increase funding for less than half-time students
- Create funding for diploma and certificate students
- Increase funding for faculty upgrade
- Create diversity internships
- Create transitional scholarships for AHS/GED completers
- Create summer grants





Tier III

■ Distance Learning: Expanding Access and Opportunity

◆ 05-06: \$18.6 million

◆ 06-07: \$20.45 million

- Web-based Virtual Learning Community driving exponential growth in distance learning, now enrolling more than 154,000 students
- Saves students time, moves them through programs, into workforce
- Must have stable funding base for course management software, course development, infrastructure, library service to sustain service, address workforce training

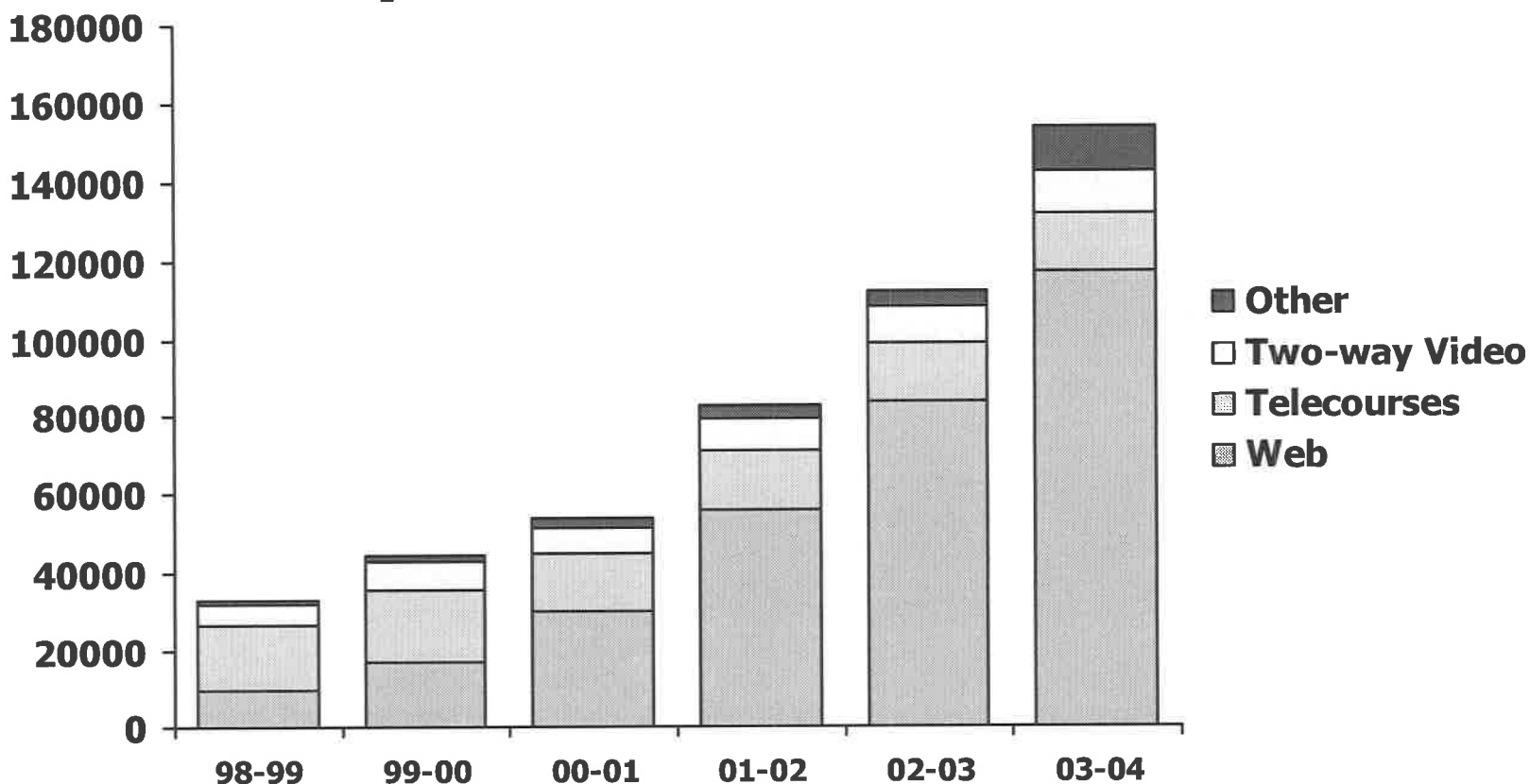


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Distance Learning Curriculum Enrollment Growth (Headcount)

Six-year increase: 364%

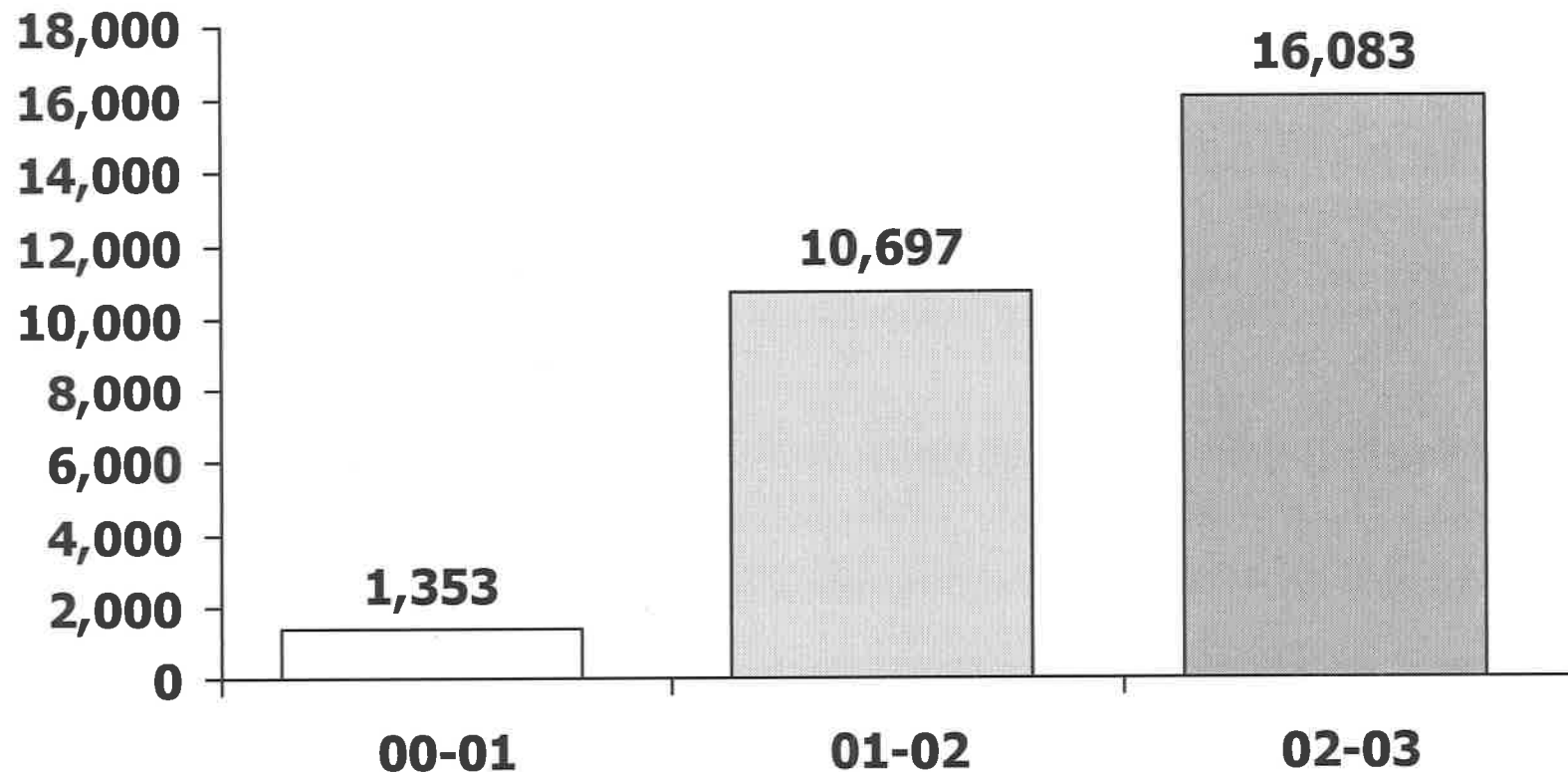


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Distance Learning Continuing Education Enrollment Growth (Headcount)

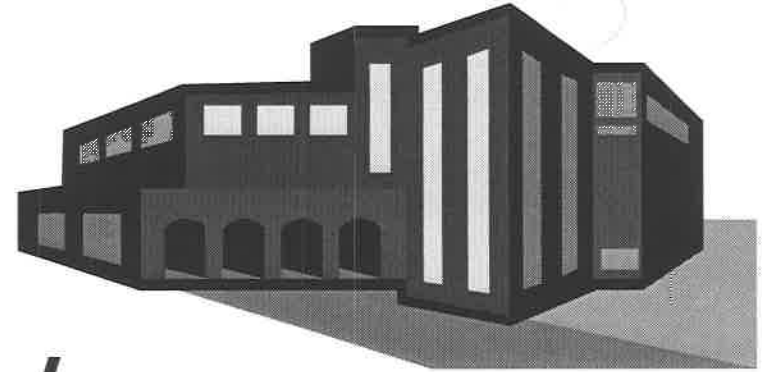
Three-year increase: More than 1000%



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Tier III



- **Multi-Campus Colleges/
Off-Campus Centers**

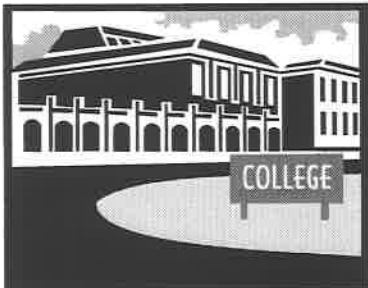
- ◆ 05-06: \$4.5 million

- ◆ 06-07: \$ 4.67 million

- **Fund off-campus centers with more than
50 FTE not fully funded in 2004**

- **Fully fund off-campus centers with
fewer than 50 FTE**

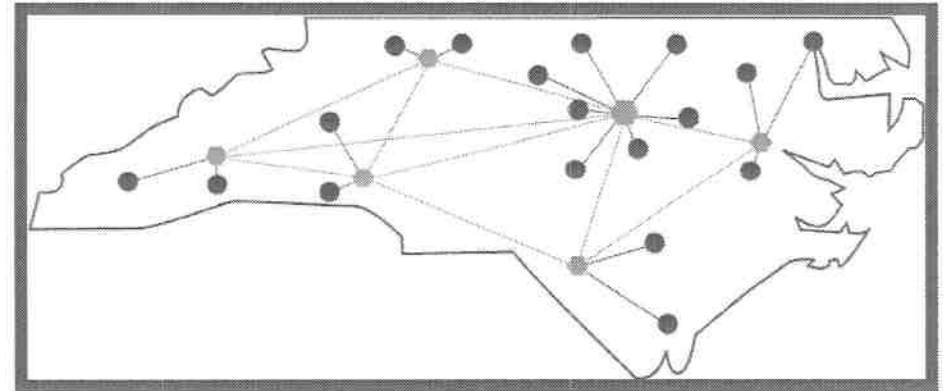
- **Fund multi-campus colleges approved since 2004**



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Tier III



■ **BioNetwork**

◆05-06: \$7.1 million

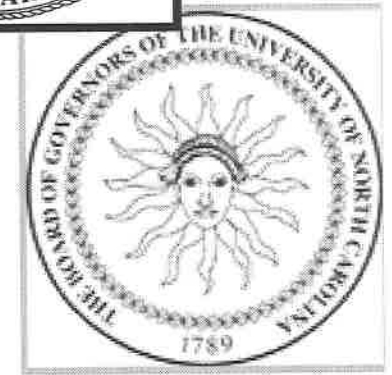
◆06-07: \$7.1 million

- **Statewide community college training initiative to attract, develop, grow jobs in biotechnology and related industries**
- **Includes Capstone Center, five centers of excellence, mobile lab, Biowork and other workforce training; curriculum programs, funds for innovation, facility and equipment, statewide management**
- **GoldenLEAF funded start-up; sustained effort requires state investment**

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Tier III



■ **UNC/NCCCS Partnerships**

◆ **05-06: \$6.5 million**

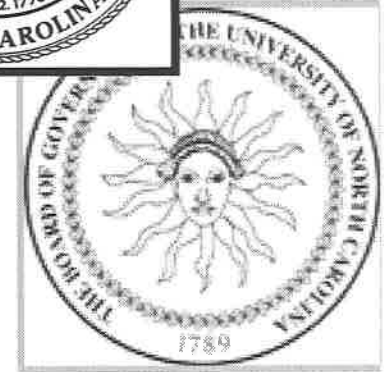
◆ **06-07: \$6.45 million**

- **Chairs of State Board of CC, UNC BOG established Task Force on Partnerships**
- **Task Force agreed on five joint budget requests**

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UNC/NCCCS Partnerships



- Establish UNC presence on all 58 community college campuses for transfer advising, information
- Create "Teacher Center Network" to strengthen partnerships to recruit, retain teachers
- Expand work on comprehensive agreement for distance learning 2 + 2 programs, with focus on nursing and other critical workforce shortages
- Expand College Foundation's (CFNC) Redirection Program
- Expand responsibilities of Transfer Advisory Committee

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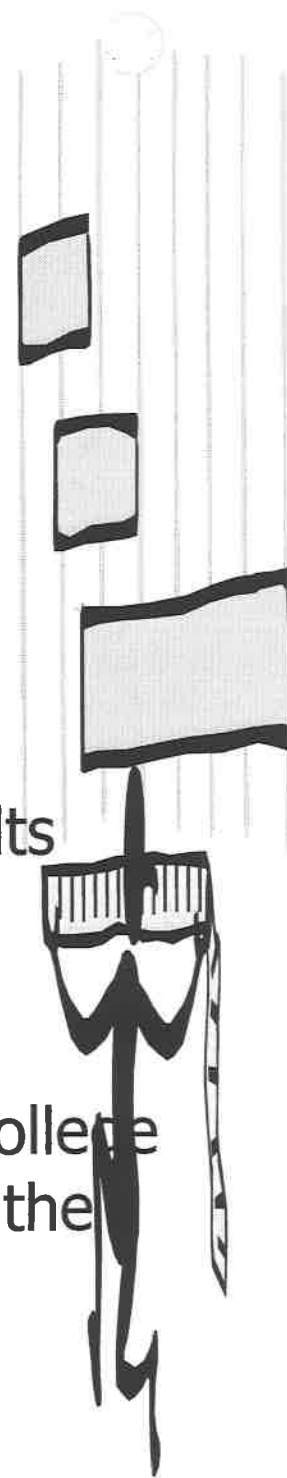


Accountability

Getting the Job Done

- General Assembly requires performance measures focused on student success and employer satisfaction, offers financial incentive for superior performance.
- First year, five of 58 comprehensive community colleges earned "superior" rankings. Second year, 26 "superior." Third year, 31 "superior." Most recent results show 36 superior community colleges.
- Budget did allow performance funding in 2004.
- Dramatic and continuing progress shows community college students get jobs, please employers, pass exams, use the state's investment well.

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What Can You Do?

- **Understand the impact of legislative finances on your institution and your work.**
- **Work with your president, trustees, faculty, staff on unified approach.**
- **Keep doing the wonderful job you are doing and TRUMPET your successes.**

North Carolina Community College System

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**2005-07 Budget Request
of
The Board of Governors
The University of North Carolina**

Executive Summary



November 12, 2004

*THE REQUEST OF THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA
TO THE GOVERNOR AND THE GENERAL ASSEMBLY FOR GENERAL FUND APPROPRIATIONS
FOR THE 2005-07 BIENNIUM.*

PART I - UNIVERSITY OPERATIONS

Funds for the Continuing Operation of Each Constituent Institution

Budget Code	For Appropriation to:	2005-06	2006-07
16080	Appalachian State University	\$ 94,272,640	\$ 95,584,640
16065	East Carolina University, Academic	156,150,842	159,560,971
16066	East Carolina University, Health	45,734,599	45,861,286
16086	Elizabeth City State University	28,342,263	27,515,363
16088	Fayetteville State University	40,525,166	40,507,739
16070	North Carolina A & T State University	77,383,932	77,609,316
16090	North Carolina Central University	57,290,626	56,684,453
16092	North Carolina School of the Arts	21,959,689	21,860,831
16030	North Carolina State University	297,568,088	303,035,821
16055	UNC Asheville	27,707,608	28,864,760
16020	UNC-Chapel Hill, Academic	210,509,492	218,363,577
16021	UNC-Chapel Hill, Health	165,830,896	167,538,010
16022	UNC-Chapel Hill, AHEC	44,741,129	44,741,129
16050	UNC Charlotte	121,972,799	123,959,273
16040	UNC Greensboro	110,178,948	111,682,582
16082	UNC Pembroke	40,368,998	40,923,820
16060	UNC Wilmington	66,724,095	68,570,602
16075	Western Carolina University	61,282,923	61,893,898
16084	Winston-Salem State University	44,449,459	44,760,236
16010	UNC-GA, Operating	47,893,049	47,888,991
16011	UNC-GA, Institutional Programs	16,167,137	16,167,137
Total		1,777,054,378	1,803,574,435

Funds for Salary Increases for Employees Exempt from the State Personnel Act

<u>For Appropriation to:</u>			
The Board of Governors			
16011	UNC-GA, Institutional Programs	100,296,285	213,978,516

Funds Requested without Reference to Constituent Institutions, Itemized as to Priority and covering such areas as New Programs and Activities, Expansions of Programs and Activities, Increases in Enrollments, Increases to Accommodate Internal Shifts and Categories of Persons Served, Improvements in Levels of Operation, and Increases to Remedy Deficiencies (Expansions and Improvements)

<u>For Appropriation to:</u>			
The Board of Governors			
16011	UNC-GA, Institutional Programs		
	Current Operations	278,979,971	368,676,464
	Capital Improvements	1,650,000,000	
TOTAL - UNIVERSITY OPERATIONS		3,806,330,634	2,386,229,415

(Continued on next page)

PART II - AGRICULTURAL PROGRAMS

<u>For Appropriation to:</u>		2005-06	2006-07
	North Carolina State University		
	Continuing Operations		
16031	Agricultural Research Service	\$ 47,605,476	\$ 47,024,280
16032	Cooperative Extension Service	36,675,508	36,424,892
	Total	84,280,984	83,449,172
	Funds for Salary Increases for		
	Employees Exempt from the		
	State Personnel Act	3,722,754	7,678,886
	Expansions and Improvements		
	(NCSU and NC A&T)		
	Current Operations	8,897,945	10,158,825
	TOTAL - AG PROGRAMS	96,901,683	101,286,883

PART III - UNC HEALTH CARE SYSTEM

<u>For Appropriation to:</u>			
16095	UNC Hospitals at Chapel Hill		
	Continuing Operations	40,558,426	42,641,837
	Funds for Salary Increases for		
	Employees Exempt from the		
	State Personnel Act	291,616	602,702
	Expansions and Improvements		
	Current Operations	15,000,000	15,000,000
	TOTAL - UNC HEALTH CARE	55,850,042	58,244,539

PART IV - RELATED EDUCATIONAL PROGRAMS

<u>For Appropriation to:</u>			
16012	The Board of Governors		
	Related Educational Programs		
	Continuing Operations	165,157,583	165,454,554
	Expansions and Improvements		
	Current Operations	4,242,500	9,224,100
	TOTAL - RELATED ED PROGRAMS	169,400,083	174,678,654

PART V - NORTH CAROLINA SCHOOL OF SCIENCE AND MATHEMATICS

<u>For Appropriation to:</u>			
16094	N. C. School of Science & Mathematics		
	Continuing Operations	14,476,030	14,432,596
	Funds for Salary Increases for		
	Employees Exempt from the		
	State Personnel Act	474,998	985,623
	Expansions and Improvements		
	Current Operations	4,486,133	4,486,133
	Capital Improvements	41,925,000	
	TOTAL - NCSSM	61,362,161	19,904,352

TOTAL GENERAL FUND

APPROPRIATIONS REQUESTED	4,189,844,603*	2,740,343,843
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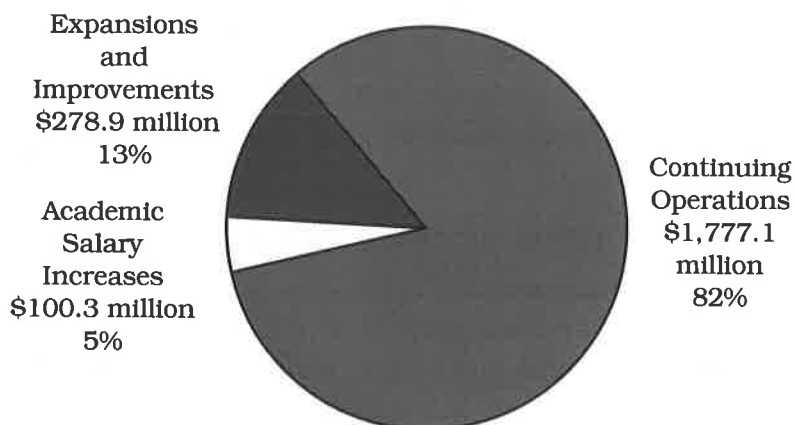
* Includes 2005-07 requests for capital improvements of \$1,691,925,000 and 2005-06 requests for current operations of \$2,497,919,603.

REQUESTS FOR APPROPRIATIONS FOR CURRENT OPERATIONS

	University Operations	Agricultural Programs	UNC Hospitals	Related Ed Programs	NCSSM	Total
2004-05						
Authorized	1,709,739,447	82,676,039	39,622,162	110,431,060	13,796,628	1,956,265,336
2005-06						
Continuing Operations	1,777,054,378	84,280,984	40,558,426	165,157,583	14,476,030	2,081,527,401
Academic Salary Increases	100,296,285	3,722,754	291,616	-	474,998	104,785,653
Expansions & Improvements	278,979,971	8,897,945	15,000,000	4,242,500	4,486,133	311,606,549
Total	2,156,330,634	96,901,683	55,850,042	169,400,083	19,437,161	2,497,919,603
				Increase over 2004-05		27.7%
2006-07						
Continuing Operations	1,803,574,435	83,449,172	42,641,837	165,454,554	14,432,596	2,109,552,594
Academic Salary Increases	213,978,516	7,678,886	602,702	-	985,623	223,245,727
Expansions & Improvements	368,676,464	10,158,825	15,000,000	9,224,100	4,486,133	407,545,522
Total	2,386,229,415	101,286,883	58,244,539	174,678,654	19,904,352	2,740,343,843
				Increase over 2005-06		9.7%

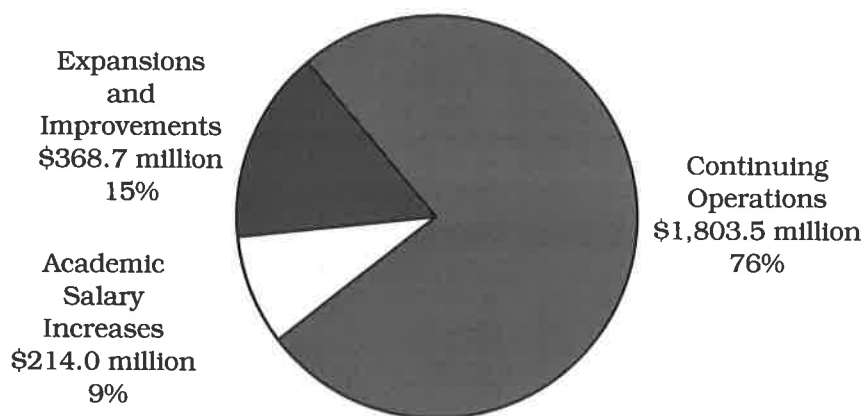
Requests for Appropriations for University Operations 2005-06

\$2,156,330,634



Requests for Appropriations for University Operations 2006-07

\$2,386,229,415



The Board of Governors' recommendations to the Governor and the General Assembly for financial support of public senior higher education in the next biennium are presented in a *2005-07 Budget Request* consisting of five parts. These are: (I) requests for University Operations; (II) requests for Agricultural Programs; (III) requests on behalf of the UNC Health Care System; (IV) recommendations for Related Educational Programs for which the Board of Governors is responsible; and (V) requests for the North Carolina School of Science and Mathematics as transmitted to the Board of Governors by the Board of Trustees of the School.

UNIVERSITY OPERATIONS

The recommendations for University Operations cover the basic educational programs carried out by the sixteen constituent institutions and the General Administration of the University. Recommendations are forwarded in three parts for support of: (i) the continuing costs of maintaining the institutions, **Continuing Operations**; (ii) salary increases for employees exempt from the State Personnel Act, **Academic Salary Increases**; and (iii) other expansions and improvements in current operations, **Expansions and Improvements**.

The requests for funds for **Continuing Operations** provide for regular session enrollments at currently budgeted levels and for continuation of related institutional activities at present levels of service. The amounts proposed for appropriation to the institutions for **Continuing Operations** are \$1 billion, 777 million for 2005-06; and \$1 billion, 803 million for 2006-07.

The **Continuing Operations** requests are \$67.3 million and \$93.8 million more, in successive years of the biennium, than continuing appropriations budgeted for the current fiscal year. The requested increases were developed by the constituent institutions in response to guidelines established by the Office of State Budget and Management. The following schedule provides a summary of the increases requested.

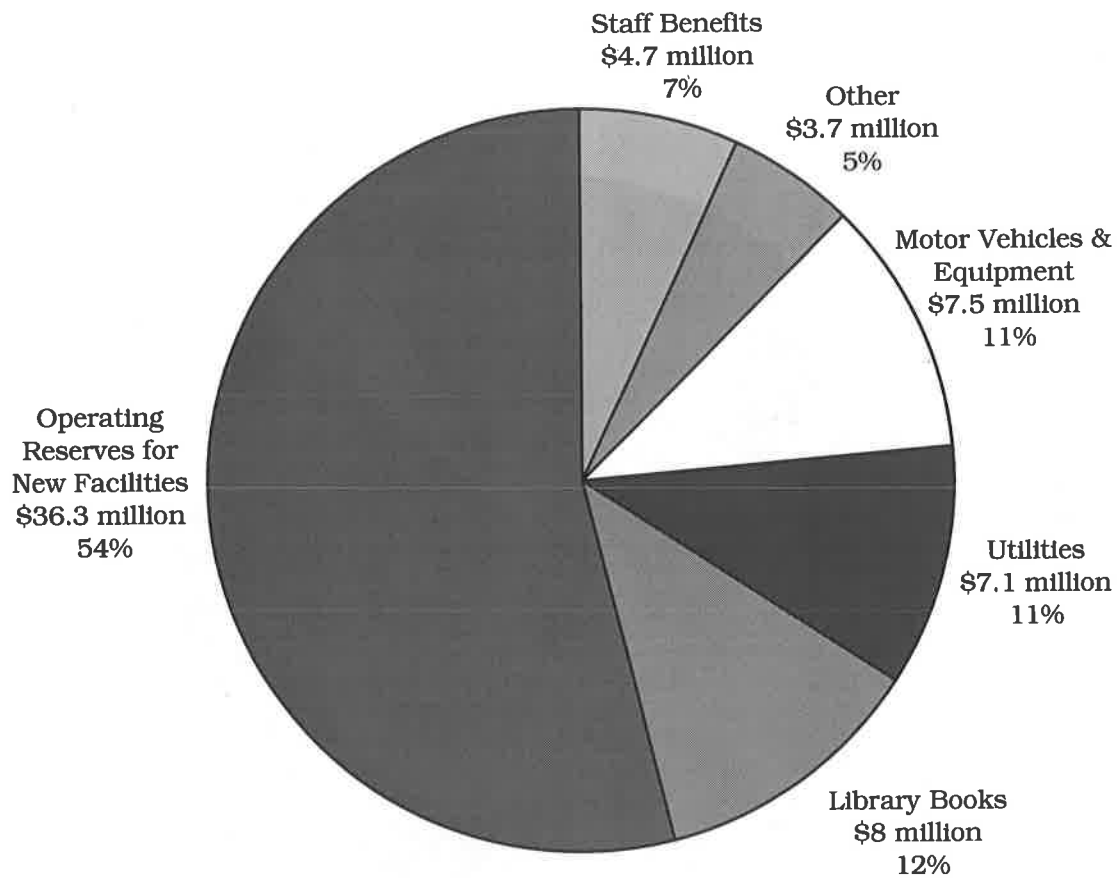
Item	2005-06	2006-07
Operating reserves for new facilities	\$36,297,255	\$61,916,275
Utilities	7,136,747	9,197,296
Required staff benefits and continuing personnel costs	4,708,698	4,849,432
Replacement of motor vehicles and equipment	7,496,774	5,052,972
Library Books	7,946,741	9,123,910
Other adjustments (net)	3,728,716	3,695,103
Total	67,314,931	93,834,988

The requests for **Academic Salary Increases** are for a 7.5 percent increase for 2005-06 and an additional 7.5 percent for 2006-07. The recommended appropriations for this purpose are \$100.3 million for 2005-06 and \$214 million for 2006-07.

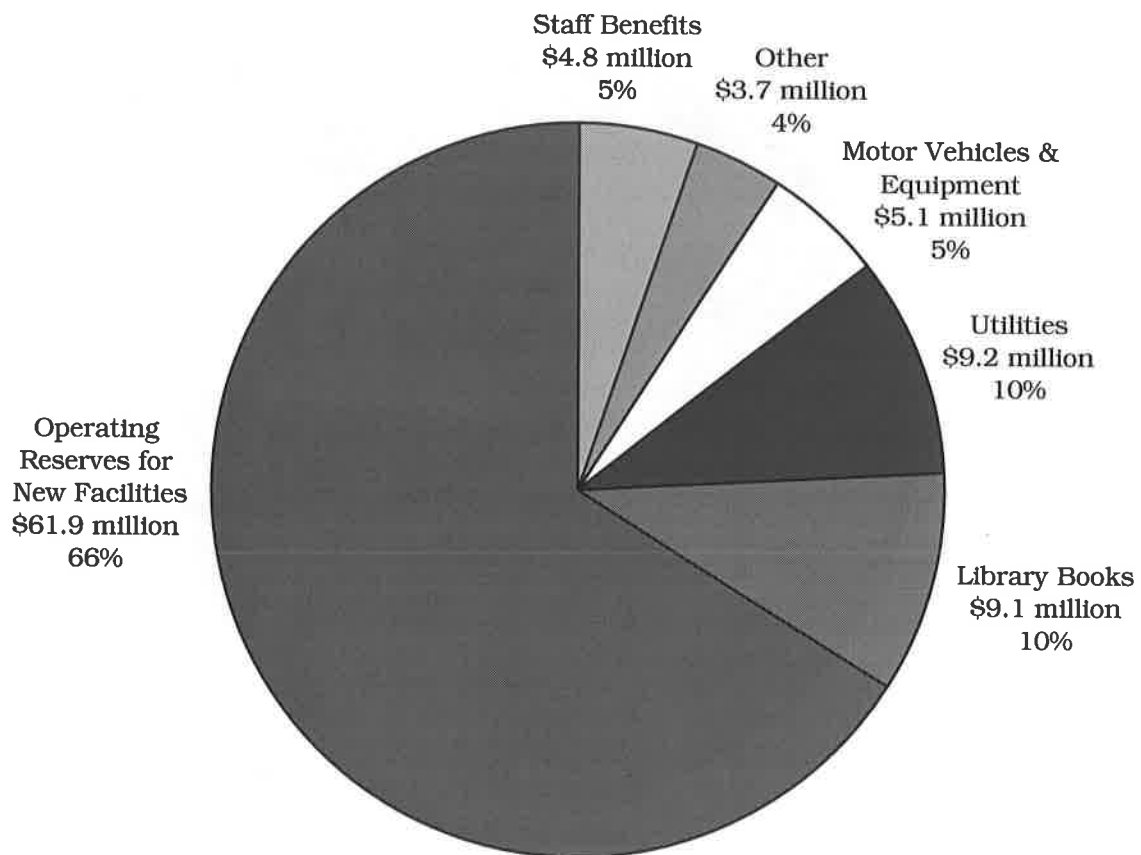
The requests for all other changes in the levels of support (**Expansions and Improvements**) for educational activities, University-wide, total \$279 million and \$369 million for the two years respectively for current operations.

These recommendations, as summarized on page 9 in the **Schedule of Priorities – Current Operations**, present to the Governor and the General Assembly a comprehensive expenditure plan for the constituent institutions of the University of North Carolina.

**Increases in Continuing Budgets
2005-06 – \$67.3 million**



**Increases in Continuing Budgets
2006-07 – \$93.8 million**



Budget Request for General Fund Appropriations for Current Operations		2005-06	2006-07*
Line			
1. Access			
a. Enrollment Changes and Other Funding Adjustments		\$ 90,866,893	\$150,437,831
b. Need-Based Student Financial Aid Program		8,674,000	16,078,500
c. "Year-Round University" Pilots – Summer Term Appropriations		2,825,000	3,635,000
d. Focused Growth and Special Needs Institutions		9,515,000	18,000,000
e. Expanding Access to College through Outreach and Special Programs		1,420,000	1,988,000
f. Expanding Access through UNC/NCCCS Partnerships		6,500,000	6,450,000
Total		119,800,893	196,589,331
2. Intellectual Capital Formation			
a. Libraries		19,510,000	22,980,000
b. Distinguished Graduate Fellowship Program – State Matching Funds		–	3,000,000
c. Enhancing Universities to Compete for Outstanding Graduate Students		10,282,979	10,282,979
d. New Degree Programs – Revolving Fund		600,000	900,000
e. Meeting Critical Needs in Health Care		15,706,416	15,661,491
f. Transition of UNCC to Doctoral/Research Intensive Status		10,484,757	10,484,757
g. Professional Development		2,668,819	2,468,819
h. E-Learning – Revolving Fund		800,000	1,200,000
Total		60,052,971	66,978,046
3. K-16 Initiatives			
a. BOG Task Force on Meeting Teacher Supply and Demand		3,231,382	3,231,382
b. Teacher and Principal Quality and Quantity		580,699	557,699
c. Expanded Professional Development through the UNC CSLD		4,734,336	4,722,336
d. Closing the Achievement Gap		209,920	203,920
e. Expanded Partnerships and Collaborations		1,027,531	1,027,531
Total		9,783,868	9,742,868
4. Creation, Transfer, and Application of Knowledge			
a. Major Research Initiatives		25,021,600	26,021,600
b. Economic Development and Public Outreach		24,605,639	27,279,619
Total		49,627,239	53,301,219
5. Internationalization			
a. Faculty Development and Research		1,000,000	1,000,000
b. Curriculum Development		500,000	500,000
c. Public Service and Outreach		1,060,000	1,060,000
d. Student Exchange and Study Abroad		905,000	905,000
e. Technology and Internationalization		500,000	500,000
Total		3,965,000	3,965,000
6. Transformation and Change			
a. Computer and Network Security & IT Infrastructure		7,450,000	7,900,000
b. Information Systems and Data Management		19,600,000	21,500,000
c. Research and High Performance Computing		5,900,000	5,900,000
d. University-wide Information Technology Initiatives		2,800,000	2,800,000
Total		35,750,000	38,100,000
TOTAL SCHEDULE OF PRIORITIES		278,979,971	368,676,464

* Cumulative biennial amounts - 2006-07 amounts include 2005-06 continuing amounts.