

**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
AGENDA**

March 20, 2006

1:00 P.M., ROOM 643 Legislative Office Building

Representative Yongue, presiding

Welcome and Introductions

Requests for Non-Budget Items

Erskine Bowles, President, The University of North Carolina

June Atkinson, Superintendent, Department of Public Instruction

Martin Lancaster, President, The North Carolina Community College System

Positive Behavior Supports Program

Mary Watson, Director, Exceptional Children's Division, Department of Public Instruction

**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
AGENDA**

March 21, 2006

9:00 A.M., ROOM 643 Legislative Office Building

Representative Yongue, presiding

Welcome

Invitation to Legislators Retreat

Lisa Guckian, The James B. Hunt, Jr. Institute for Educational Leadership and Policy

Status Report on Retirees Subcommittee

Representative Glazier

School Construction Needs Assessment

Ben Matthews, Director, School Support Services, Department of Public Instruction

Don Steed, Superintendent, Hoke County Public Schools

Mike Burriss, Assistant Superintendent for Facilities, Wake County Public Schools

Effective Mentor Programs

Nancy Reid, Novice Teacher Coach, Asheville City Public Schools

Pat Hensley, Assistant Superintendent for Human Resources, Catawba County Public Schools

Rae Thompson, Director of Professional Learning, Catawba County Public Schools

Brenda Jones, Assistant Superintendent for Human Resources, Pitt County Public Schools

Teacher Assistants

Adam Levinson, Fiscal Analyst, Fiscal Research Division

Proprietary Schools

Jack Henderson, President, NC Association of Career Colleges and Schools

Bob Hodge, Miller-Motte

Mark Dreyfus, ECPI

Mike Fritz, NASCAR Institute

Committee Discussion

- **Committee Website**
 - Robin Johnson, Committee Counsel
- **Issues to Consider for Possible Recommendations to 2006 General Assembly**
 - Cochairs
- **Appointment of Subcommittees**
 - Cochairs

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
2005-2006 SESSION

March 20-21, 2006

TABS

- 1 Membership List
- 2 Budget/Authorizing Legislation/Studies
- 3 Minutes
- 4 Agencies' Non-Budget Items
- 5 Positive Behavior Supports Program



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

FACILITIES PLANNING
Jyoti Sharma, Director

1551 ROCK QUARRY RD.
RALEIGH, NORTH CAROLINA 27610
PHONE: 919.856.8277
FAX: 919.664.5604
JSHARMA@WCPSS.NET

February 6, 2006

Mr. Kenneth Phelps
School Planning
Department of Public Instruction
6319 Mail Service Center
Raleigh, NC 27699-6319

RE: Facility Needs Assessment

Dear Ken:

I am pleased to submit the Facility Needs Assessment report on a CD ROM as requested. Please note that the DPI Facility Needs Report shows substantially lower needs than Wake County Public School System (WCPSS) Capital Plan, essentially due to the following factors:

- The Projected Enrollment figures from DPI for 2015 are almost 25K lower than WCPSS projections, developed in cooperation with Wake County Government.
- Wake County Public School System experience shows that the costs for construction, including site development are substantially higher than the DPI model used.
- The costs in the WCPSS Capital Plan are substantially higher than the DPI Facility Assessment Cost Report, due to inclusion of items such as special/optional schools, administrative needs to address growth, program management and environmental needs to name a few.

WCPSS is in the middle of PLAN 2004 Building Program. The projects funded under that are only shown on the capacity report, if they generate capacity. They are not included in the cost report.

We will be submitting this report to the Board of Education for certification, in the near future.

If you have any questions, please feel free to call me at (919) 856-8277 or email me at jsharma@wcpss.net.

Sincerely,

Jyoti Sharma
Director of Facility Planning
Wake County Public Schools

Notes from the Spring 2006 issue of *Growth Matters*:

Next year the student population is expected to increase by 7,000 students. This is more than every man, woman and child currently residing within the Town of Knightdale.

One of every four elementary school students is in a temporary mobile/modular classroom.

Since 2000, more than 57,000 single-family housing permits have been issued in Wake County.

In 2005 alone, Wake County, Raleigh or the school system were included in 27 "Best of" lists across the United States.

WCPSS outperforms all of the other major school systems on virtually every indicator in North Carolina, at a local cost per student far below most of them.

At \$0.604, Wake County has the lowest property tax rate of the largest school districts in the state.

It takes property taxes from two new homeowners to cover the cost of one new student.

It takes only six to nine months to build the average house in Wake County. However, it takes 14 months to build an elementary school, 19 months for a middle school and 26 months for a high school.

WCPSS has approximately 60 multi-story schools. Building multi-story schools require less land, but they tend to cost more than single-story schools.

This is a volatile time in the construction business. Due to an increased demand for labor and supplies, it now costs \$18.6 million to build an elementary school, \$30.7 million for a middle school and \$55.9 million for a high school. (Costs do not include land.)



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, ED.D., *State Superintendent*

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Report to the Joint Legislative Education Oversight Committee

**Long Range Facility Plans
G.S. 115C-521(a)**

Date Due: May 2006
Report #20 in 2005-2006
DPI Chronological Schedule

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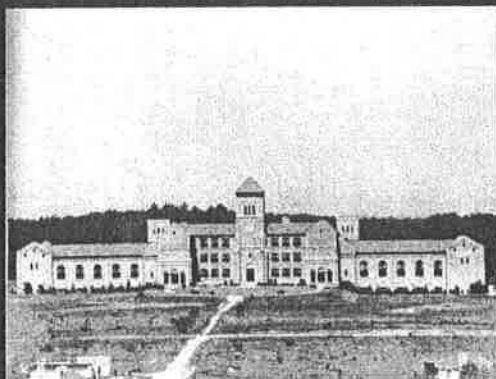
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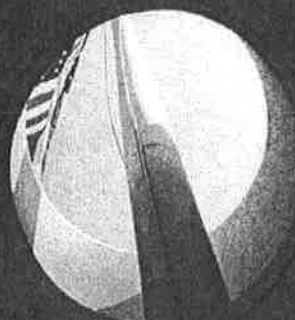
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North Carolina Public Schools Facility Needs Survey



Needham B. Broughton High School

1980



Preliminary Report
April 2006

EXECUTIVE SUMMARY

The North Carolina G.S.115C-521 requires, "Local boards of education shall submit their long-range plans for meeting school facility needs to the State Board of Education by January 1, 1988, and every five years thereafter." The 1995 General Assembly of North Carolina authorized the School Capital Construction Study Commission and charged the Commission to conduct a comprehensive study of public school facility needs in North Carolina. Needs documented in that study helped to justify the \$1.8 billion state bond issue that was passed in 1996. It also changed the five-year cycle of the study.

The Department of Public Instruction's School Support Division, through its School Planning Section, facilitated the statewide study and tabulated the results in the enclosed report. Consultative services and technical support were provided in assisting the 115 school systems to identify current and projected facility needs. ADM numbers and enrollment projections were provided by The Information Analysis and Support Section, and Financial Business Services Division of DPI.

A computer program for evaluating and reporting needs was provided to each unit on a compact disk. The program contains a current list of schools, 04/05 ADM for each school, and DPI's 10-year membership projections. Typical 2005 unit costs and building area standards from the N.C. Public Schools Facilities Guidelines are built into the program. In addition, the program does all math and calculations as data is entered. The program saves all information in .txt format to be mailed or E-mailed back to DPI for reporting. Only two paper forms were used – a Capacity Summary and Plan Report, and a Cost Summary Report to verify the electronic data. A certification is also signed by the Board of Education and County Commissioners and returned to DPI upon approval.

Local boards of education are to be commended for their conscientious efforts with a demanding process, and boards of county commissioners for their collaboration and support of the results. All one hundred and fifteen school systems have submitted needs assessments. Eighty-one have been approved by the local school boards and county boards of commissioners. Because not all LEAs have submitted signed certificates of approval, this report is considered a "Preliminary" report.

Results of the study identified total facility needs, over a ten-year period, of \$9.7 billion. This total includes estimated needs for the 34 systems for which approved assessments were not received before the deadline for this report, and are based upon initial data supplied by LEA administrators. See the supplementary table for the types of needs and their estimated costs.

This report reflects in detail the results of the survey. The exceptional collaboration that resulted in the success of this comprehensive school facility needs study clearly underscores broad-based concern for the welfare of students in North Carolina.

	Estimated Cost (\$)	% of Total
New Schools	4,267,894,695	43.9%
Renovations	2,273,459,443	23.4%
Additions	2,241,767,595	23.0%
Furnishings/Equipment	754,617,439	7.8%
Land	190,582,411	2.0%
Total¹	9,728,321,583	100.0%

¹ Due to rounding, the "Total" column may not add up to 100%.

INTRODUCTION

Every five years local boards of education are required by G.S.115C-521(a) to submit their Facility Needs Assessment (long-range plans) to the State Board of Education. House Bill 898 (1995 Session) created the School Capital Construction Study Commission, which was charged to conduct a statewide survey of school facility needs. Data gathered in the 1995/96 Facility Needs Survey helped to justify the Public School Building Bond Act of 1996. It also changed the five-year cycle of the study.

School Planning, Division of School Support, developed a uniform reporting system, assisted the local school units in preparing lists of needs, and tabulated the results of the survey. Student membership and projected enrollment information was provided by the Financial Business Services Division of DPI. Data for 2,613 schools, existing or proposed, over the next 10 years, is included in this report. Although data was collected for construction projects and costs for a ten-year period of time, because of the unreliability of long-term forecasting, data in this report primarily reflect costs reported for the next five years. The following indicates the magnitude of school facility needs reported:

Total five-year needs (current \$):

- Total 2005 needs show a 57% increase since the 2000 Facility Needs Survey
- \$4,267,894,695 (44%) New Schools
- \$2,273,459,443 (23%) Renovations
- \$2,241,767,595 (23%) Additions
- \$945,199,850 (10%) Furnishings/Equipment/Land
- \$9,728,321,583 Total

Mobile Units & Temporary Classrooms currently in use:

- 7,133 (an increase of 1,506 or 26.8% since 2000/01 Assessment)
- ~178,325 students are in mobile classrooms (at an average of 25 students/classroom)
- 13% of all students are in mobile classrooms

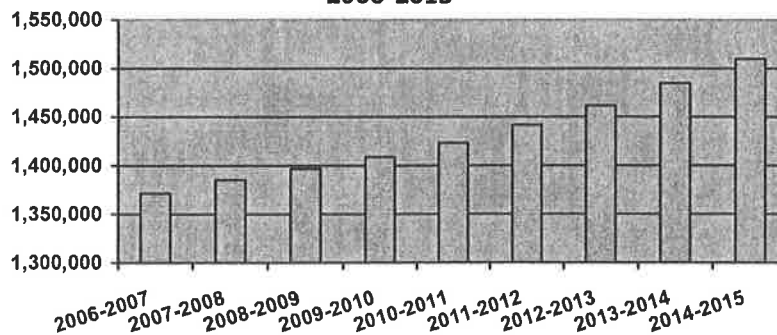
Number of K-12 students (6/05):

- 1,328,975 (an increase of 91,181 or 7.4% in five years)

Projected increase in K-12 students in the next ten years:

- 202,542 (15.2%)

**Projected Growth
2006-2015**



Changing enrollment growth:

- The rate of growth in enrollment increased faster in high schools than in middle schools and elementary schools over the past five years, with elementary schools growing by 2.2%, middle schools growing 3.8%, and high schools growing 12.6%.
- Projections indicate this trend will change during the next five years with elementary schools growing by 8.2% (52,370 students), middle schools growing slightly by 4.1% (12,981 students), and high school growth slowing to 1.1% (4,312 students).
- In ten years, projections indicate this trend will continue with elementary schools growing by 13.4% (85,828), middle schools by 11.2% (35,866), and high schools by 8.8% (34,375).

Pre-K facilities:

- Many LEAs included new classrooms for Pre-K students in response to the "Smart Start" and "More At Four." Additions within 5 years include 125 Pre-K classrooms, and new schools include about 79 new Pre-K classrooms.

Class size reductions:

- Few (8) LEAs reported any needs due to class size reduction policies for the next five years. This is ten units less than the previous facilities assessment, showing improvement in this area. However, the drastic increase in mobile units may be a noteworthy and adverse effect of recent class reduction policies.

Progress since the 2000 Facility Needs Survey which indicated \$6.98 billion needs (versus \$9.72 billion in 2005 survey):

- Allocated \$574,754,181 of the 1996 \$1.8 billion State Bond Referendum between 2000 and 2005.
- Allocated \$267,254,409 of the Public School Building Capital Fund between 2000 and 2005.
- \$3.50 billion total local bond referenda approved since 11/00.
- Inception of \$160.5 million (estimated) lottery fund earmarked for construction.

Costs have been standardized statewide to current (2005 \$'s) average cost of new construction. There is no allowance for inflation and no attempt has been made to account for regional cost differences. In previous Facility Needs Assessments, construction costs have been at a somewhat flat rate, slowly increasing with inflation. In 2004 and 2005, material shortages and several natural disasters (Hurricanes Katrina and Rita), brought about a rapid increase in construction costs, and costs have continued to surge. This study reflects construction costs in October 2005, and does not include any increased cost thereafter. Costs per square foot have increased 47% since the 2000/2001 survey. Needs addressed by projects currently under design or construction are not included. This method provides a good overall assessment of needs and relative comparisons. Actual needs for individual school systems may differ from reported amounts.

All one hundred fifteen school systems have submitted needs assessments. Eighty-one have been approved by the local school boards and the boards of county commissioners. This report is designated as "Preliminary" because not all LEAs have submitted signed certificates of approval. It is anticipated that all of the remainder will be approved after the printing deadline for this report.

Five-Year Public School Facility Needs

2005-06 Public Schools Facility Needs Assessment

Cost Summary by Unit

	New Schools	Additions	Renovations	Furn/Eqpt	Land	Total
010 Alamance - Burlington Schools	0	9,569,809	61,190,442	803,181	0	\$71,563,432
020 Alexander County Schools	0	422,688	644,100	35,476	0	\$1,102,264
030 Alleghany County Schools	0	4,514,384	4,186,468	378,887	40,000	\$9,119,739
040 Anson County Schools	0	6,048,932	2,460,004	507,678	0	\$9,016,614
050 Ashe County Schools	0	1,279,488	1,855,094	107,386	0	\$3,241,968
060 Avery County Schools	7,548,030	2,513,280	4,004,820	963,957	0	\$15,030,087
070 Beaufort County Schools	9,064,128	11,281,658	2,493,750	1,816,984	0	\$24,656,520
080 Bertie County Schools	0	0	35,980,002	0	0	\$35,980,002
090 Bladen County Schools	0	31,991,468	45,973,725	3,960,603	0	\$81,925,796
100 Brunswick County Schools	36,176,313	1,567,373	1,352,496	3,583,384	3,000,000	\$45,679,566
110 Buncombe County Schools	0	4,226,880	0	354,756	0	\$4,581,636
111 Asheville City Schools	0	411,264	5,608,849	34,517	0	\$6,054,630
120 Burke County Schools	59,551,110	7,871,441	2,508,000	5,713,298	965,500	\$76,609,349
130 Cabarrus County Schools	159,607,253	9,617,866	10,717,425	14,881,970	17,000,000	\$211,824,514
132 Kannapolis City Schools	0	4,528,474	0	380,068	0	\$4,908,542
140 Caldwell County Schools	33,759,758	6,034,918	1,783,603	3,408,815	0	\$44,987,094
150 Camden County Schools	28,738,558	1,404,558	342,000	2,288,718	1,200,000	\$33,973,834
160 Carteret County Schools	0	13,092,970	35,192,089	1,251,275	0	\$49,536,334
170 Caswell County Schools	0	10,636,835	1,772,700	1,230,386	100,000	\$13,739,921
180 Catawba County Schools	24,547,722	37,129,828	6,050,550	6,004,955	0	\$73,733,055
181 Hickory City Schools	0	2,749,219	11,405,309	1,085,209	0	\$15,239,737
182 Newton Conover City Schools	9,359,557	14,206,265	6,229,945	2,568,038	0	\$32,363,805
190 Chatham County Schools	64,160,193	4,869,823	5,492,535	6,052,998	0	\$80,575,549
200 Cherokee County Schools	7,093,505	8,333,503	2,843,862	1,327,547	170,000	\$19,768,417
210 Chowan County Schools	0	10,827,896	8,200,590	1,238,770	0	\$20,267,256
220 Clay County Schools	0	3,292,473	0	276,332	0	\$3,568,805
230 Cleveland County Schools	0	39,198,410	67,794,359	3,439,867	0	\$110,432,636
240 Columbus County Schools	59,997,458	57,579,288	10,188,591	10,767,650	1,758,000	\$140,290,987
241 Whiteville City Schools	35,245,236	2,093,812	3,024,986	3,382,652	900,000	\$44,646,686
250 Craven County Schools	31,428,289	8,316,620	10,347,897	3,468,157	750,000	\$54,310,963
260 Cumberland County Schools	38,904,855	50,275,960	35,646,166	7,691,239	825,000	\$133,343,220
270 Currituck County Schools	24,282,893	0	0	2,179,366	0	\$26,462,259
280 Dare County Schools	14,431,220	5,620,608	0	1,707,167	3,150,000	\$24,908,995
290 Davidson County Schools	40,179,591	8,347,745	444,600	4,476,393	0	\$53,448,329
291 Lexington City Schools	11,252,528	3,692,084	5,236,499	1,377,869	0	\$21,558,980
292 Thomasville City Schools	0	6,126,691	3,593,543	664,205	0	\$10,384,439
300 Davie County Schools	44,351,596	1,323,813	2,846,125	3,893,956	0	\$52,415,490
310 Duplin County Schools	37,115,454	19,389,270	9,032,562	4,846,297	550,000	\$70,933,583
320 Durham Public Schools	138,631,188	7,919,420	154,595,911	37,893,862	9,000,000	\$348,040,381
330 Edgecombe County Schools	0	16,194,243	20,383,264	1,508,270	400,000	\$38,485,777
340 Forsyth County Schools	191,480,007	15,299,430	81,439,207	19,663,640	5,050,000	\$312,932,284
350 Franklin County Schools	44,768,754	8,554,291	5,491,850	4,645,193	250,000	\$63,710,088
360 Gaston County Schools	103,433,100	113,480,154	102,406,083	94,298,987	3,400,000	\$417,018,324
370 Gates County Schools	0	18,751,838	5,924,580	2,109,475	0	\$26,785,893
380 Graham County Schools	0	2,890,653	342,000	242,608	0	\$3,475,261
390 Granville County Schools	0	14,218,582	14,880,164	1,143,785	0	\$30,242,531
400 Greene County Schools	12,373,950	18,695,253	12,208,013	3,283,390	0	\$46,560,606
410 Guilford County Public Schools	134,370,726	75,101,266	239,057,645	21,299,599	5,000,000	\$474,829,236
420 Halifax County Schools	19,338,908	11,606,328	4,385,010	2,622,535	0	\$37,952,781
421 Roanoke Rapids City Schools	14,478,357	5,494,792	0	1,904,699	700,000	\$22,577,848
422 Weldon City Schools	16,387,290	0	5,388,485	1,506,043	150,000	\$23,431,818
430 Harnett County Schools	148,020,737	48,176,074	7,642,205	18,320,514	0	\$222,159,530

Five-Year Public School Facility Needs

Cost Summary by Unit

2005-06 Public Schools Facility Needs Assessment

		New Schools	Additions	Renovations	Furn/Eqpt	Land	Total
440	Haywood County Schools	0	8,047,218	10,060,500	2,623,890	0	\$20,731,608
450	Henderson Co Public Schools	22,450,862	15,340,375	2,513,757	3,998,321	0	\$44,303,315
460	Hertford County Schools	0	8,805,467	1,686,674	739,030	0	\$11,231,171
470	Hoke County Schools	85,983,619	2,095,923	0	7,479,368	0	\$95,558,910
480	Hyde County Schools	15,171,249	0	0	1,406,544	200,000	\$16,777,793
490	Iredell Statesville Schools	28,229,632	77,048,535	15,481,200	9,897,285	3,975,000	\$134,631,652
491	Mooresville City Schools	29,485,625	3,905,637	3,929,765	3,047,737	0	\$40,368,764
500	Jackson County Schools	0	6,724,928	199,500	564,413	0	\$7,488,841
510	Johnston County Schools	175,533,575	16,448,275	10,374,000	16,590,094	0	\$218,945,944
520	Jones County Schools	32,184,266	1,055,578	0	3,001,633	0	\$36,241,477
530	Lee County Schools	18,377,493	9,127,776	10,335,150	2,323,031	0	\$40,163,450
540	Lenoir County Public Schools	62,900,325	20,711,499	1,830,834	7,413,961	371,492	\$93,228,111
550	Lincoln County Schools	30,944,075	12,312,330	5,457,750	2,632,106	2,960,000	\$54,306,261
560	Macon County Schools	15,096,060	21,193,956	741,000	3,521,254	810,000	\$41,362,270
570	Madison County Schools	10,062,521	20,927,245	3,144,120	3,180,960	1,500,000	\$38,814,846
580	Martin County Schools	11,450,048	23,842,573	5,897,790	3,038,107	1,000,000	\$45,228,518
590	McDowell County Schools	0	2,298,052	769,500	192,872	0	\$3,260,424
600	Charlotte Mecklenburg Schools	395,445,324	246,163,091	180,237,529	62,483,485	25,680,000	\$910,009,429
610	Mitchell County Schools	0	2,562,784	0	215,090	0	\$2,777,874
620	Montgomery County Schools	28,681,188	21,064,409	31,226,339	4,993,190	240,000	\$86,205,126
630	Moore County Schools	0	65,804,820	10,162,806	6,147,539	0	\$82,115,165
640	Nash Rocky Mount Sch Adm Unit	9,057,637	24,144,189	92,214,496	5,670,910	0	\$131,087,232
650	New Hanover County Schools	0	44,375,233	52,776,129	6,046,933	0	\$103,198,295
660	Northampton County Schools	0	1,816,073	10,685,819	845,532	0	\$13,347,424
670	Onslow County Schools	25,445,467	125,998,103	86,950,461	14,390,227	495,000	\$253,279,258
680	Orange County Schools	0	0	15,834,600	2,800,000	0	\$18,634,600
681	Chapel Hill Carrboro Schools	55,002,999	0	9,280,467	4,735,084	4,438,417	\$73,456,967
690	Pamlico County Schools	0	4,229,957	1,550,616	797,085	0	\$6,577,658
700	Elizabeth City/Pasquotank Schools	9,194,623	3,026,880	23,629,944	1,867,838	100,000	\$37,819,285
710	Pender County Schools	35,762,764	15,851,942	2,562,951	4,929,570	1,140,000	\$60,247,227
720	Perquimans County Schools	0	13,139,413	9,052,170	1,104,845	0	\$23,296,428
730	Person County Schools	0	0	4,605,600	0	0	\$4,605,600
740	Pitt County Schools	41,543,218	98,029,832	32,049,048	11,596,920	2,200,000	\$185,419,018
750	Polk County Schools	0	3,332,686	2,320,470	279,707	0	\$5,932,863
760	Randolph County Schools	89,315,985	42,235,086	550,050	11,230,631	0	\$143,331,752
761	Asheboro City Schools	0	5,570,724	10,879,476	1,400,543	0	\$17,850,743
770	Richmond County Schools	13,301,788	38,665,280	16,451,915	5,211,274	102,000	\$73,732,257
790	Rockingham County Schools	33,326,214	18,487,315	10,067,308	5,014,730	600,000	\$67,495,567
800	Rowan Salisbury Schools	45,530,515	45,210,818	20,370,127	10,408,340	2,540,000	\$124,059,800
810	Rutherford County Schools	10,209,768	1,903,992	1,000,350	1,140,232	315,000	\$14,569,342
820	Sampson County Schools	86,527,608	16,683,769	2,687,265	9,060,669	1,764,000	\$116,723,311
821	Clinton City Schools	28,967,346	0	0	2,360,877	0	\$31,328,223
830	Scotland County Schools	0	41,982,040	20,841,294	5,339,588	0	\$68,162,922
840	Stanly County Schools	0	0	38,305,910	0	0	\$38,305,910
850	Stokes County Schools	22,594,585	15,070,018	7,662,567	3,474,634	675,000	\$49,476,804
860	Surry County Schools	24,806,874	8,220,254	7,358,351	3,210,028	350,000	\$43,945,507
861	Elkin City Schools	0	4,714,010	369,360	386,238	0	\$5,469,608
862	Mount Airy City Schools	0	2,550,903	1,373,102	642,571	0	\$4,566,576
870	Swain County Schools	7,994,044	4,808,438	1,730,805	1,772,765	800,000	\$17,106,052
880	Transylvania County Schools	0	3,059,804	5,048,300	298,804	80,000	\$8,486,908
890	Tyrrell County Schools	0	944,003	0	79,229	0	\$1,023,232
900	Union County Public Schools	119,311,581	44,012,166	38,467,125	15,172,746	14,750,002	\$231,713,620

Five-Year Public School Facility Needs

2005-06 Public Schools Facility Needs Assessment

Cost Summary by Unit

		New Schools	Additions	Renovations	Furn/Eqpt	Land	Total
910	Vance County Schools	29,969,012	12,715,293	857,302	3,956,087	300,000	\$47,797,694
920	Wake County Schools	789,388,627	170,554,689	293,050,367	128,815,902	66,150,000	\$1,447,959,585
930	Warren County Schools	0	8,673,406	4,476,935	727,948	0	\$13,878,289
940	Washington County Schools	23,226,501	0	0	1,915,645	0	\$25,142,146
950	Watauga County Schools	45,062,128	1,177,923	8,463,730	3,529,551	0	\$58,233,332
960	Wayne County Public Schools	97,555,846	30,837,083	77,101,973	10,875,712	2,388,000	\$218,758,614
970	Wilkes County Schools	0	3,427,200	0	287,640	0	\$3,714,840
980	Wilson County Schools	15,096,060	0	7,493,152	1,376,043	0	\$23,965,255
990	Yadkin County Schools	40,181,070	26,619,170	0	6,433,748	0	\$73,233,988
995	Yancey County Schools	7,448,309	7,449,514	703,591	1,348,097	300,000	\$17,249,511
State Totals:		\$4,267,894,695	\$2,241,767,595	\$2,273,459,443	\$754,617,439	\$190,582,411	\$9,728,321,583



Mentor/Induction Program
Asheville City Schools
2005/2006



Components

New Teacher Orientation:

- Three days, two prior to beginning of school, one on a Saturday in early September
- Days *one* and *two* focus on practical, immediate support:
 - *Planning, management* in small, grade-specific groups facilitated by outstanding 2nd or 3rd year teachers
 - Introduction to K-5 literacy program held in model classroom
 - Introduction to *Harry Wong* (each teacher provided with copy)
 - Opportunity to meet with and ask questions of principals
 - Time to develop relationship with mentor by working together in the new teacher's classroom
 - Introduction to key district personnel
- Day *three* focuses on:
 - Reflection of first month
 - Immediate issues/questions (principals, curriculum coordinators)
 - Working with exceptional children (Direction of Exceptional Children, support staff)
 - Assessment

Mentor Training/Support:

- Three days, done within district (Novice Teacher Coach)
 - Focus on adult development, active listening, coaching, evaluation instrument
 - Attention given to focused support, relevant month-by-month issues, relationship building
 - On-site component
- On-going, frequent communication with Novice Teacher Coach
 - Classroom visits, class coverage for observation of protégé
 - Email, phone
- Attendance at state-wide Mentor Conference
- All mentors of first/second year teachers are paid through local funds

Mentor Responsibilities:

- Listen!
- Meet regularly with and advocate for protégé
- Help with planning (mentors often share lesson and unit plans)
- Provide protégé with resources or sources
- Model best practices; invite protégé to observe
- Observe informally, offer feedback
- Attend all post-observation conferences, IGP meetings, summative conferences
- Attend monthly New Teacher meetings with protégé
- Sit in on parent conferences if appropriate
- Keep monthly mentor logs, documentation of mentor/protégé meetings
- Respect, motivate, guide, encourage, question, support
- Listen!

Focused Staff Development:

- Held monthly, mentor and protégé both attend (years one, two)
- Focus of meetings determined by:
 - INTASC Standards
 - Teachers/principals expressed needs, concerns
- Strong reliance on mentor input
- Targeted district-wide support
 - Literacy coaches provided for all second year elementary teachers
 - Literacy coaches for many first, second year 6-12 teachers
 - On-going targeted literacy, math, writing training
 - School site-based staff development as appropriate

} Paid for with
grant, local and/ or
Title I funds

Lateral Entry Support:

- All of the above, and
 - Retired teachers (**ACS Foundation and ACS funded**) to work at least five days with targeted laterals, follow-up support as needed
 - Distance Education courses through UNCA designed specifically for laterals (RALC approved); working towards *cohort* model
 - Frequent, on-going licensure support by Novice Teacher Coach
 - Frequent, on-going classroom support by Novice Teacher Coach
 - Funds to defray cost of coursework, praxis (in entirety)
 - Lateral Entry Bridge Course presently being offered in collaboration with Buncombe County and AB Tech
 - Summer institute offered for rising second year laterals with UNCA

Personality Assessment:

- *Myers-Briggs* administered to all new teachers, mentors
- Staff development provided to explain *types*, implications for mentor/protégé relationship, teaching style, relationships with students

University Partnerships:

- Staff development scholarships (UNCA)
- Three days of New Teacher Orientation offered regionally for hires after start of school year (UNCA)
- NC Quest Grant, 03/04, provided full-time mentor for 8 first year teachers (WCU)
- NC Quest Grant 05/06 provides literacy coaches for 6-12 teachers (includes new teachers), content support (WCU)
- Distance Education courses (UNCA)

Social Functions:

- Quarterly celebrations, informal setting
- All 1st, 2nd, 3rd year teachers, mentors, principals, CO staff included
- "Best part of the program"

Individual School-Based Support:

- Monthly breakfasts with focused topics/relationship building
- Showers for new teachers
- Teas
- Staff development as determined by principal
- Informal social functions, mentors and protégés

Novice Teacher Coach Responsibilities: (This position is funded by Title I, Title II, Local, and *Flexible Use of Mentor Funds*. **However, all mentors of first and second year teachers in Asheville City Schools are paid \$1000 each from local funds.**)

- Meets individually with new teachers, mentors, for specific, requested support
- Covers classes for new teachers to observe in classrooms of master teachers
- Covers classes for mentors to observe in classroom of protégé
- Watches/observes in classrooms of new teachers, offers feedback and suggestions
- Helps new teachers develop lesson, unit plans
- Provides demonstration lessons, as requested
- Does mentor training
- Oversees Retired Teacher Program
- Finds curriculum materials/resources to support new teachers
- Meets monthly with first, second year teachers (separately and by grade levels) and their mentors, offers staff development in INTASC Standards
- Informs new teachers/mentors about appropriate professional development opportunities: (Praxis Review Sessions, Conferences, Second Semester New Teacher Orientation, etc.)
- Organizes/conducts appropriate professional development for new teachers in conjunction with Curriculum Coordinators
- Stays in contact regularly with principals
- Works with new teachers (especially laterals) on licensure issues
- Develops, facilitates New Teacher Orientation
- Helps develop, facilitate New Teacher Orientation for Lateral Entry teachers in conjunction with University School Teacher Education Partnership (USTEP)
- Helps develop, facilitate summer institute for laterals and mentors
- Works with Asheville City Schools Foundation to provide opportunities for New teachers
- Serves as part-time literacy coach, elementary

2005/2006 school year	# of new teachers	Cost for Mentors	Cost for NTO, (Mentors and New Teachers)	State funds provided
First Year	37	\$37,000	\$ 6,000	
Second Year	27	\$27,000		
Third Year	21	\$0		
Total	85	\$64,000	\$6,000	\$14, 233

*Percentage of Novice Teacher Coach salary from State Funds approximately 23%

Support for New Administrators: Asheville City Schools Leadership Academy

- 2004/2005 school year
- Focus on preparation, exploration, skill-building, collaboration
- Included all new Principals and Assistant Principals
- Seven three-hour sessions
 - Understanding Self: Leadership Capacity using the Myers-Briggs as the vehicle
 - Curriculum and Instruction
 - Customer Service/Media
 - The State Board of Education: A Trip to Raleigh
 - Business and Support Services
 - Personnel/Human Resources
 - Exceptional Children
- Supported with local funds

Suggestions to Improve Mentor/Induction Programs

The paramount concern of teachers, both locally and state-wide, is time: Time to plan, time to grade, time to meet, time for professional growth, time to address the needs of students, time to build relationships. Therefore, many of the suggestions below reflect that need.

- ***Fund** four days of New Teacher Orientation prior to first workday to provide more preparation time for new teachers
- **Fund** substitutes for three days for all first year teachers (6 half days) to allow time for:
 - Observations of master teachers
 - Time to meet, plan with mentor
 - Attendance at one conference
- ****Consider funding full-time** mentors (Would require **more** than *Flexible Use of Mentor Funds* presently provides for those districts choosing this model)
 - Master teachers released from teaching for one year
 - No more than 15/1 ratio
 - Use *Literacy Coach* model: Direct, intense, in-class support
- *****Fund** substitutes for one day (2 half days) for all mentors to observe in classroom of protégé
- ***Provide** one or two days of training/orientation prior to the beginning of school for teachers new to the district
- Provide mentors for new administrators
 - Could use retired administrators
 - Need for direct, on-going support

* Harry Wong, *How to Structure an Induction Program*. Pgs. 42, 43

Recommendations from National Board Summit, August 2005, and **Barnett Berry and the Center for Teaching Quality

***Recommendations from Asheville City Schools' mentors

1. Introduction

The purpose of this report is to provide a comprehensive overview of the current state of the art in the field of artificial intelligence (AI) and its applications. This report will discuss the various sub-fields of AI, including machine learning, natural language processing, and computer vision, and will explore the challenges and opportunities associated with these technologies.

The report is organized as follows: Section 2 provides a brief history of AI, while Section 3 discusses the current state of the art in machine learning. Section 4 explores the applications of machine learning in various domains, and Section 5 discusses the challenges and opportunities associated with AI.

Section 6 discusses the future of AI, and Section 7 provides a conclusion. This report is intended for a general audience and is not intended to be a technical treatise.

The report is based on a review of the literature and on the author's own research. The author has conducted extensive research in the field of AI and has published several papers on the subject.

The report is intended to provide a comprehensive overview of the current state of the art in the field of AI and its applications. It is not intended to be a technical treatise, but rather a general overview of the field.

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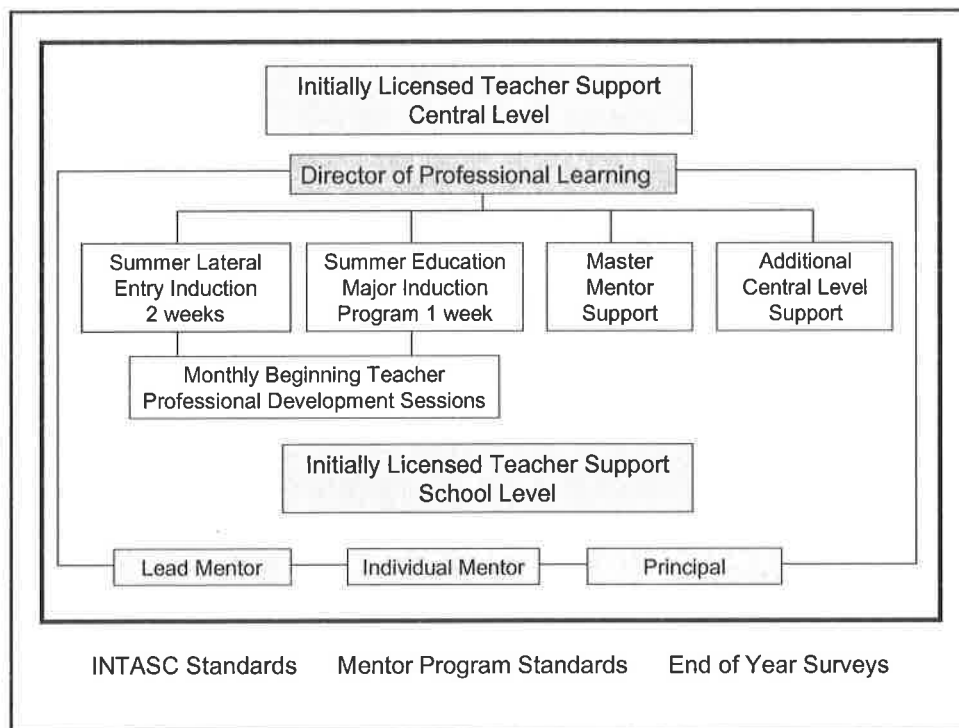
**Catawba County Schools
Flexible Use of Mentor Funds:
Implementation and Impact**

**Presentation to Joint Education
Oversight Committee**

March 21, 2006

Mentor Program Development

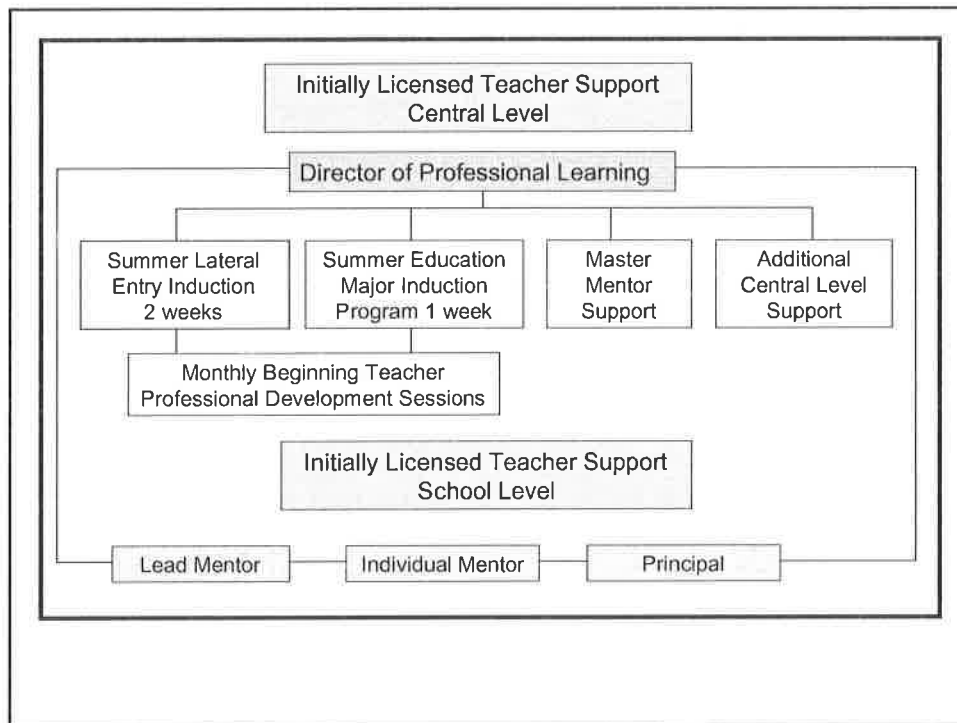
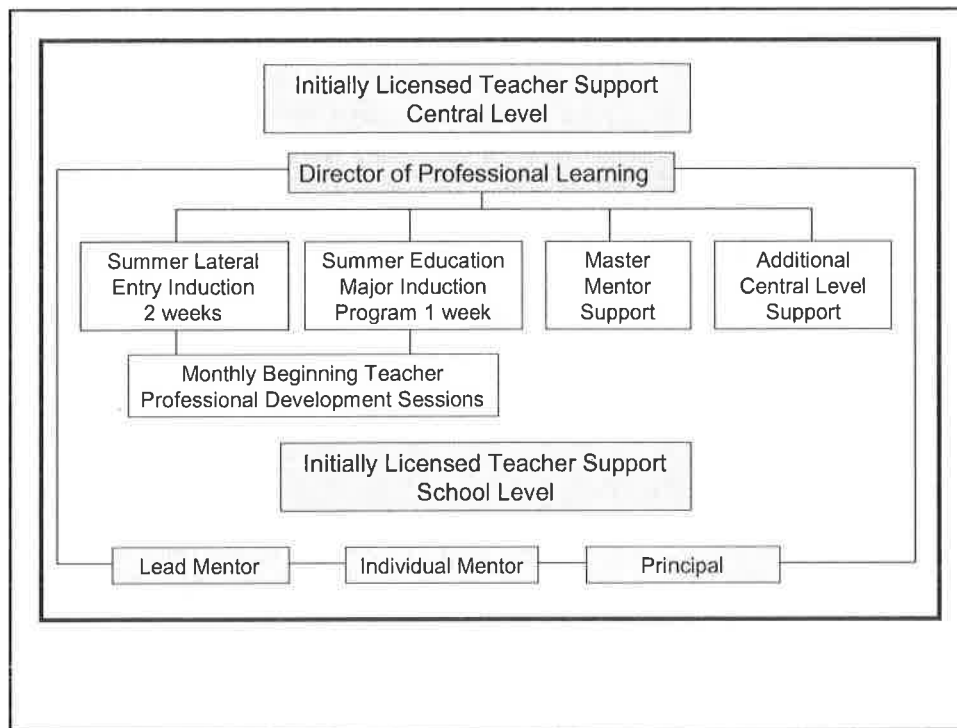
- Redesign of use of state mentor funding to support the provision of two additional types of mentors
- Collaboration with Director of Federal Programs to direct additional funding to New Teacher Support, including expansion of mentor services

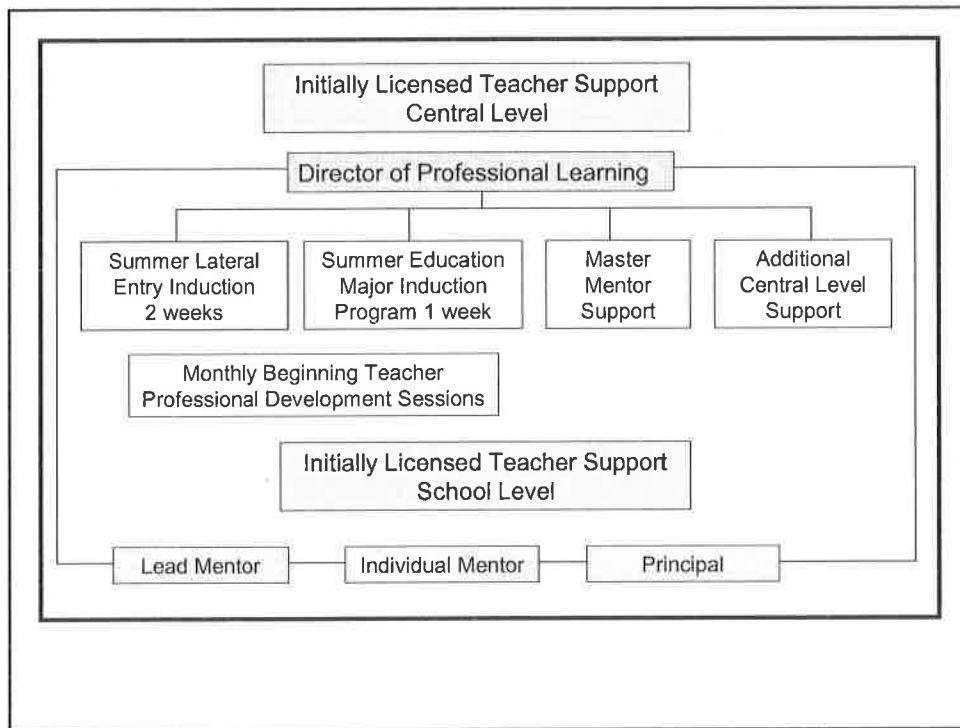


Implementation

- Summer Beginning Teacher Induction
 - Week One: Lateral Entry Teachers
 - Week Two: Lateral Entry and College Education Program Graduates
 - Week Three and Throughout Year: Late Hires







Master Mentor Referrals

- Acclimation to teaching
- Classroom organization
- Classroom management
- Instructional planning
- Instructional strategies
- Resource acquisition and development

Impact of Master Mentor Program

- Data based on the thirteen first year teachers served by Master Mentors in 2004-2005
 - Ten stayed in same position or changed grade levels.
 - Three did not return for 2005-2006.
- Number served by six Master Mentors during 2005-2006 as of March, 2006:
 - Fourteen first, second and third year teachers.

Impact 2004-2005

		Number in Cohort August, 2004	Number in Cohort August, 2005	Retention	Number Who Received Master Mentor Services
Cohort III 2004-2005	<i>All ILT I</i>	51	43	84.3%	13 (25.5%)
	<i>LE/Prov</i>	18	14	77.8%	8 (44.4%)
	<i>CEdG</i>	33	29	87.9%	5 (15.2%)

Impact to Date 2005-2006

		Number in Cohort August, 2005	Number in Cohort March, 2006	Retention to Date	Number Receiving Master Mentor Services
Cohort IV 2005-2006	<i>All ILT I</i>	54	52	96.3%	8 (14.8%)
	<i>LE/Prov</i>	18	16	88.8%	6 (33.3%)
	<i>CEdG</i>	36	36	100%	2 (5.6%)

Impact		Number in Cohort in 2002- 2003	Number in Cohort in 2003- 2004	Retention Rate	Number in Cohort in 2004- 2005	Retention Rate	Number in Cohort in 2005- 2006	Retention Rate
Cohort I 2002-2003	<i>All ILT I</i>	53	42	79%	42	79%	42	79%
	<i>LE/Prov</i>	12	5	42%	5	42%	5	42%
	<i>CEdG</i>	41	37	90%	37	90%	37	90%
Cohort II 2003-2004	<i>All ILT I</i>		53		47	88%	42	79%
	<i>LE/Prov</i>		26		22	84%	20	77%
	<i>CEdG</i>		27		25	92%	22	81%
Cohort III 2004-2005	<i>All ILT I</i>				51		43	84%
	<i>LE/Prov</i>				18		14	78%
	<i>CEdG</i>				33		29	88%

Goals from 2004-2005 Flexible Use of Mentor Funds Plan

- The overall retention rate for ILT-1's at the end of the 2004-2005 school year will increase by 5% over the average of the previous three years.
 - The three year average from 2001-2002 through 2003-2004 was 81%.
 - The retention rate for ILT-1's in 2004-2005 was 84.3%.
 - Increase of 3.3%

Goals from 2004-2005 Flexible Use of Mentor Funds Plan

- The retention rate for lateral entry and provisional ILT-1's at the end of the 2004-2005 school year will increase by 10% over the average of the previous three years.
 - The three year average from 2001-2002 through 2003-04 was 61.3%.
 - The retention rate for 2004-2005 was 77.8%.
 - Increase of 16.5%

Needs

- Refining of mentor selection process
- Further development of mentor training plan
- Additional Master Mentors
- Mentor resources for school leaders
- Further development of program evaluation process
- Continuation of flexible use of mentor funds
- Continuation of support from district Title II funds



NC Public Schools: Funding Teacher Assistants



**North Carolina General Assembly
Joint Legislative Education Oversight Committee
March 21, 2006**



Overview

- **Teacher Assistant (TA) Quick Facts**
 - Number of TAs
 - Requirements in Statute or State Board policy?

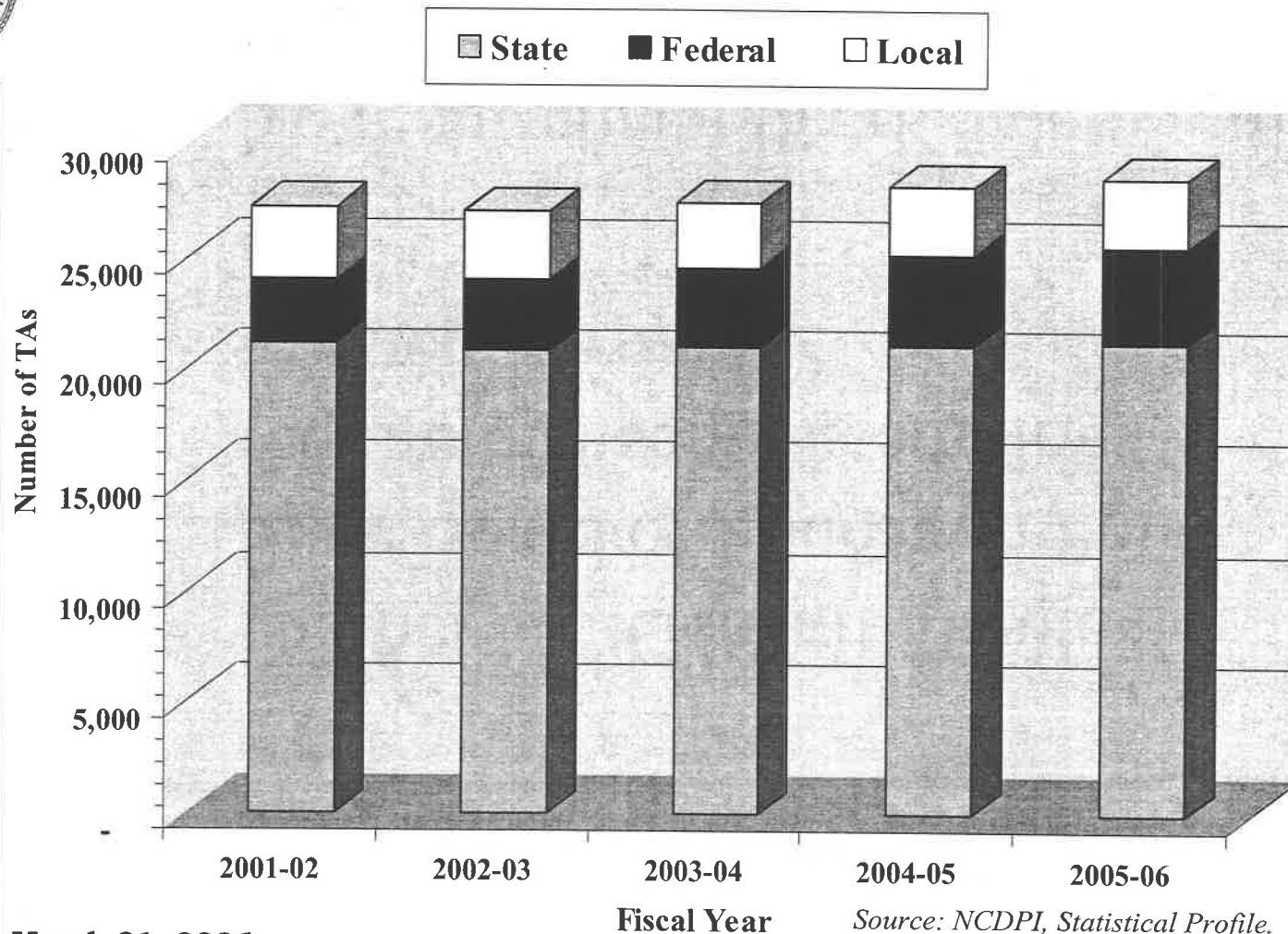
- **General Fund Appropriations**
 - Basic & Supplemental Allotments
 - LEA Discretionary Reduction

- **Expenditures**
 - Transfers (for teachers)



Quick Facts:

Number of TAs





Quick Facts: TAs Required?

- Neither NC General Statute nor State Board of Education Policy require that schools employ teacher assistants.
- No requirement that Kindergarten classrooms have TAs.



General Fund (GF) Appropriations: Dollar Allotment for TAs

- Allotment funded based on dollars per K-3 Average Daily Membership (ADM)

Example:

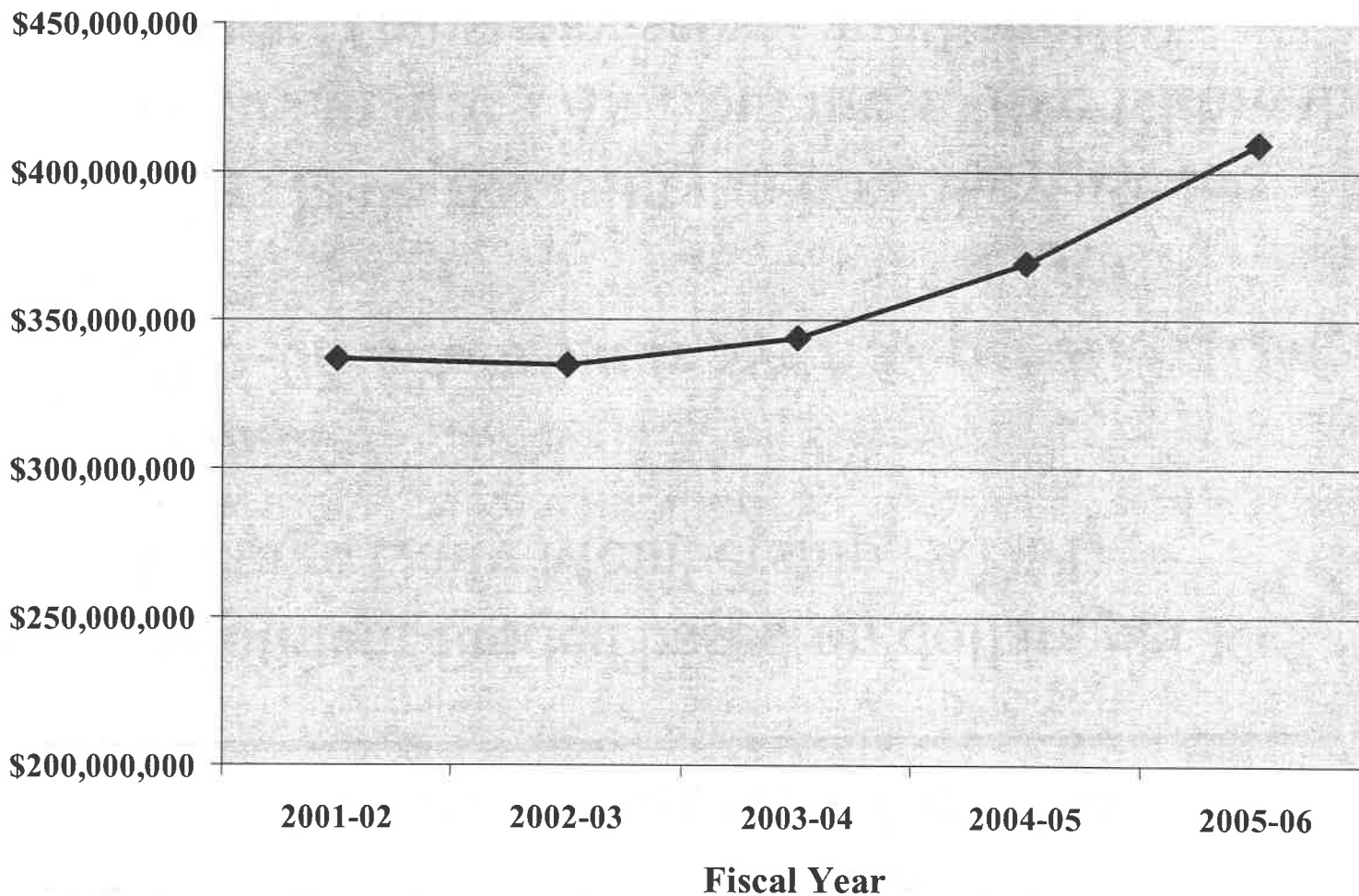
2005-06 Allotment is \$941.57 per K-3 ADM

- LEAs have flexibility in how they use the dollars to hire TAs...but must “live within the money” (must pay salary and benefits).

Note: Other State allotments used to hire TAs.



GF Appropriations: Total TA Dollar Allotment



March 21, 2006



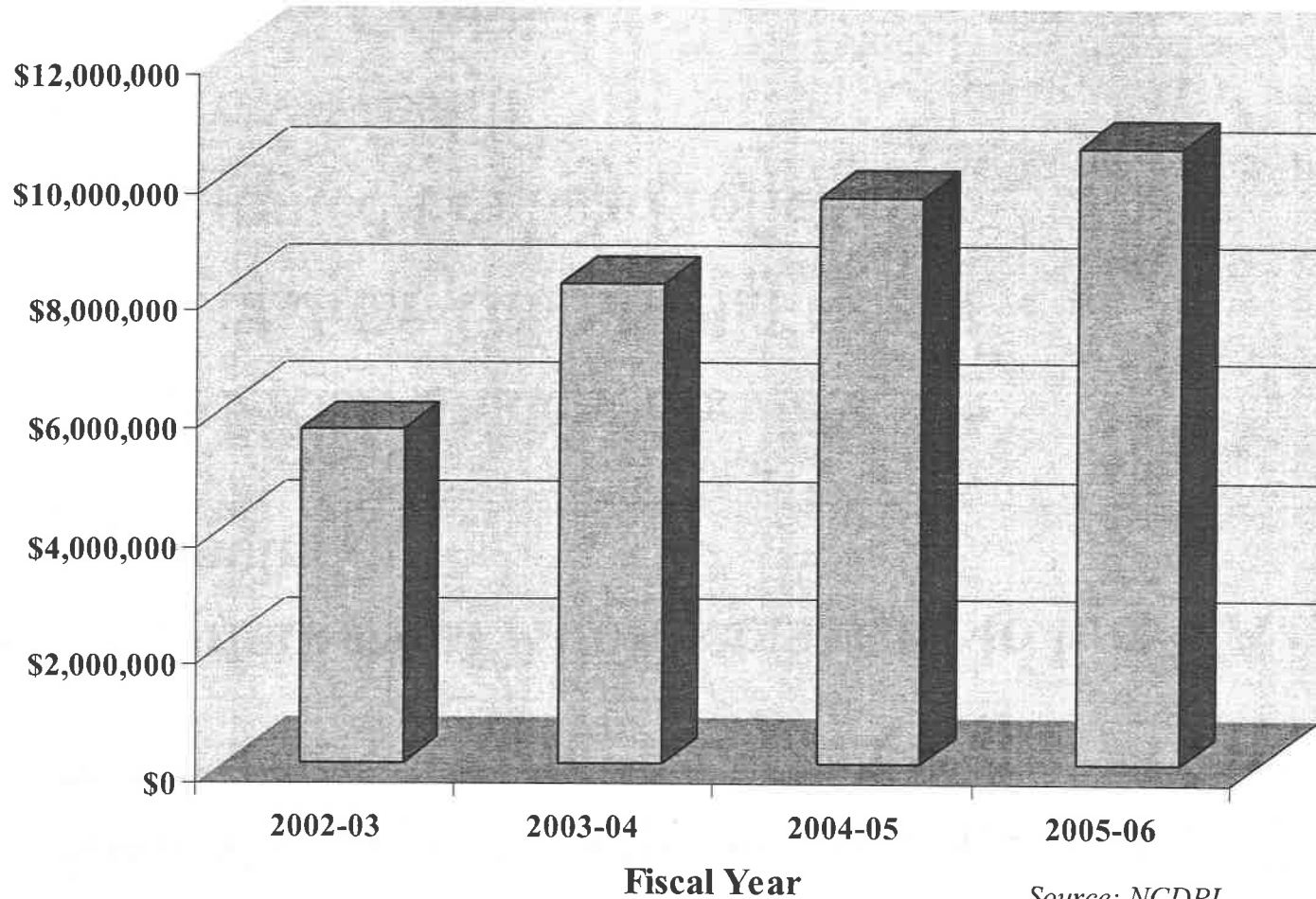
General Fund (GF) Appropriations: Supplemental Allotments used for TAs

**Supplemental Allotments used to hire TA
include:**

- At-Risk Student Services
- Children with Special Needs
- Limited English Proficiency
- Low Wealth
- Small County



LEA Discretionary Reduction: Amount Reduced from TA Allotment



Source: NCDPI.

March 21, 2006



Transfer of TA Dollars

According to 2005-06 State Board of Education (SBE) Allotment Policy Manual:

“If included in a school's improvement plan, transfers from teacher assistants to dollars for classroom teachers for grades K-3 are allowed.

Teacher assistant positions must be vacant to transfer.”



Transfer of TA Dollars

Approximately **\$15 million** (statewide) is transferred annually for use in hiring teachers:

- Reflects LEA-initiated “class size reduction.”
- An example of how the flexibility in the system offers LEAs choices.



Summary

- Teacher Assistant (TA) Quick Facts
 - Number of TAs: **28,678**
 - **Not** required by either Statute or State Board policy
- General Fund Appropriations
 - Basic & Supplemental Allotments
 - LEA Discretionary Reduction
- Expenditures
 - **\$15 million** transferred annually (for teachers)

ECPI COLLEGE OF TECHNOLOGY

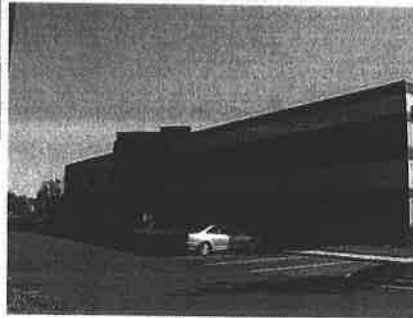
2006: 40TH ANNIVERSARY



RALEIGH



GREENSBORO



CHARLOTTE

www.ecpi.edu

WHAT MAKES ECPI UNIQUE

- ☐ **QUALIFIED ADMISSIONS**
- ☐ **STUDENT CENTERED**
 - **HANDS ON EDUCATION**
 - **CONVENIENT: IN SEAT, ONLINE, BLENDED LEARNING**
 - **EMPLOYER INTERNSHIPS**
 - **FOCUSED EDUCATION**
 - ☐ **20 MONTH AS/AAS DEGREE**
- ☐ **INDUSTRY ADVISORY BOARD**
- ☐ **CAREER SERVICES**
 - **OVER 2500 EMPLOYERS ANNUALLY**

CREDENTIALS

☐ **APPROVALS:**

- Board of Regents of the Univ of NC
- Prop Licensure – NC Community College System
- Approved for Veterans and Tuition Assistance

☐ **ACCREDITATION:**

- Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor of Science and Associates Degrees

ECPI College of Technology
Nationally Ranked in *Community*
College Week for over 10 years

- ☐ **RANKED #1 NATIONALLY IN 2005
FOR NUMBER OF ASSOCIATE'S
DEGREES AWARDED IN COMPUTER
& INFORMATION SCIENCES**
- ☐ **RANKED #6 NATIONALLY IN 2005
FOR NUMBER OF ASSOCIATE'S
DEGREES AWARDED IN
ENGINEERING-RELATED
TECHNOLOGIES**

PROGRAMS OF STUDY

- ☐ **INFORMATION TECHNOLOGY**
 - **NETWORK SECURITY**
 - **WEB DEVELOPMENT**
 - ☐ **BUSINESS SYSTEMS ADMINISTRATION**
 - ☐ **CRIMINAL JUSTICE TECHNOLOGY**
 - ☐ **IT CERTIFICATIONS**
 - ☐ **COMPUTER ELECTRONICS ENGINEERING TECHNOLOGY**
 - **MEDICAL IMAGING TECHNOLOGY**
 - ☐ **HEALTH SCIENCES**
 - **PRACTICAL NURSING**
 - **MEDICAL ASSISTING**
 - **MEDICAL ADMINISTRATION**
-

ECPI STUDENTS

- ☐ **AVERAGE AGE 23 – 28**
 - ☐ **PRIOR 4-YEAR OR COMMUNITY COLLEGE EXPERIENCE**
 - ☐ **EMPLOYED FULL OR PART-TIME**
 - ☐ **SEEKING A CAREER CHANGE**
 - ☐ **MANY LEARN BEST IN A HANDS-ON ENVIRONMENT**
 - ☐ **VALUABLE COLLEGE SUPPORT SERVICES**
 - ☐ **ACTIVE DUTY MILITARY AND DEPENDENTS**
-

DISCUSSION
POSSIBLE RECOMMENDATIONS FOR REPORT TO 2006 REGULAR SESSION OF
2005 GENERAL ASSEMBLY

1) Teacher Shortage: Recruitment & Retention

- a) Teacher Shortage
- b) Teacher Working Conditions Survey
- c) Teacher Recruitment/Retention Proposals
- d) Report and Recommendations from the State Board of Education
Teacher Retention Task Force (**Attachment I**)
- e) Effective Mentor Programs
- f) Recommendations from the Summit on National Board Certified Teachers
 - i) Schools of Education should use NBCTs in school administration preparation programs; provide incentives for this
 - ii) Allow NBCTs to serve as full-time mentors and not lose 12% salary
 - iii) Provide incentives to recruit NBCTs
 - iv) Create 11-month school leadership positions for NBCTs
- g) Proposal for Funding for Lateral Entry Teachers/Nurses: Prorate Legislative Tuition Grants for individuals with undergraduate degrees who return to higher education to become teachers or nurses
- h) NC Teaching Fellows Program (campus selection)
- i) Schools of Education Changes to Address Teacher Shortage and Teacher Quality Issues

2) High Risk Schools

- a) Low-Wealth Funding
- b) Ideas from NBCTs:
 - i) Increase professional development at these schools
 - ii) Reduce class size
 - iii) Add two additional teachers for planning
 - iv) Provide scholarships for teaching high-risk students
 - v) Provide interpreter for any school with more than 20% LEP students
 - vi) Fund on-site LEP professional development for schools with more than 20% LEP students

3) Other School Personnel Issues

- a) School Employees' Salary Structure
- b) DPI Contract Positions
- c) Teacher Assistants

4) Return to Work Following Retirement

5) Education Programming Issues

- a) Global Education
 - i) Every teacher should go abroad
- b) Science Education
 - i) Acknowledge/communicate the impact of inquiry-based science instruction on student achievement in other areas; encourage integration of science with other areas
 - ii) Encourage different groups engaged in science education to identify and work toward common goals
 - iii) Recognize & build upon existing initiatives, such as NC-ISE
 - iv) Create DPI position to coordinate and institutionalize inquiry-based science education
 - v) Fund research to document effectiveness of inquiry-based science on student achievement and closing the gap
 - vi) Study costs and ways for establishing and maintaining inquiry-based instructional materials for LEAs
 - vii) Increase instructional time for science in K-12
 - viii) More – and improved access to – professional development
 - ix) Increase enrollment in Science Education Masters programs
 - x) Increase enrollment in higher level science courses – physics, chemistry and AP
 - xi) Encourage more students to take more rigorous course of study
- c) The North Carolina New Schools Project
- d) Middle College High Schools

6) LEA Consolidation

7) School Technology Issues

- a) NC Wise
- b) Impact Schools: The Integration of Technology into Instruction
- c) Business Education Technology Alliance (BETA) Report
Recommendations (**Attachment II**)

8) Higher Education Issues

- a) Joint Distance Learning Initiatives Among Community Colleges and Universities: Issues – infrastructure; waiting lists; faculty
- b) College Access and Financial Aid
- c) Green Campuses (Wilson Technical Community College)
- d) Proprietary Schools

9) Schools for the Deaf

10)Communities in Schools

11)School Climate

- a) School Uniforms and Discipline
- b) Positive Behavior Support Program

12)Requests for Non-Budget Items (Attachments III, IV, and V)

13)School Construction Needs

14)Subcommittee Recommendations

Attachment I

Teacher Working Conditions

Teachers must have working conditions that allow them to do their jobs. They must have adequate time for planning, collaborating with colleagues and parents, and professional development. Instructional time must be protected. Teachers must have the instructional resources and supplies, including technology hardware and software, they need. Class sizes and school sizes should foster positive learning environments. Facilities should be well-maintained and conducive to teacher work and student learning. The Teacher Working Conditions Survey, conducted by the Office of the Governor in collaboration with the North Carolina Professional Teaching Standards Commission, provides valuable information on the working conditions of teachers. The results of the survey should be used by administrators and policy makers to improve the working conditions of teachers. Teacher participation in the biennial survey should be strongly encouraged by each school administrator.

Planning Time

1. The State Board of Education should seek statutory change and required funding to ensure that every teacher has a guaranteed (protected) planning block period of a minimum of 5 hours per week, which includes both individual and common planning time. This is particularly problematic at the elementary school level.
2. The North Carolina Professional Teaching Standards Commission should be asked to identify and disseminate information on best practice (innovative/validated) models of scheduling teacher time for planning, collaborating with colleagues and parents, and professional development.

Instructional Time

3. Class size should not exceed the legislated class size averages. The composition of classes (i.e., students with special needs) should be considered in determining class size. Teachers should be involved in decisions about the placement of students in classes.
4. The State Board of Education should review, and as appropriate, seek legislative changes related to class size to reflect increasing accountability of teachers and schools. Class size figures should reflect actual enrollment and not the allotment figures. Current allotments, which include special subject teachers in addition to classroom teachers, are not accurate reflections for individual class sizes and are not sufficient. Allotment formulas should be differentiated by school level.

Instructional Materials and Supplies, including Technology

5. The State Board of Education should review and, as appropriate, seek revisions to the funding allotments for textbooks and instructional materials and supplies to reflect current cost levels and teacher needs. Student economic levels should be considered in the allotments. Allotment policies should include special funding to support the collateral costs of new teaching positions, new classes, and new schools.
6. The State Board of Education should review teacher access to technology hardware, software, and support. Based on this review, the State Board of Education should seek funding, as needed, to ensure that all teachers, regardless of geographic or socioeconomic factors, have access to the hardware and software needed for quality instructional programs and have adequate technical support and training in its use.

School Improvement Teams

7. School Improvement Teams should be viable, working groups. The State Board of Education should ensure that the statutory requirements in G.S. § 115C-105.27 for School Improvement Teams are adhered to and that teacher membership on the teams is constituted as specified in the law.

Compensation for Additional Responsibilities

8. Teachers who have leadership responsibilities (e.g., grade level chair, School Improvement Team [SIT] chair or member) should be compensated through released time and/or additional pay.

Teacher Leadership/Differentiated Roles

Teachers need opportunities to assume differentiated roles that utilize their knowledge and skills without moving into school administration positions.

National Board Certified Teachers

9. The State Board of Education should seek a change in the statute (G.S. § 115C-296.2) that requires National Board Certified (NBC) Teachers to work in the classroom at least 70% of the time to be compensated for National Board Certification. Consideration should be given to allowing NBC teachers to rotate out of the classroom in a differentiated teaching role (e.g., to serve as a full-time mentor or instructional coach) for up to two years. A time limit may be specified (e.g., A teacher may be able to serve in a differentiated teaching role for 2 years every 5 years).

Programs

10. The State Board of Education should encourage colleges and universities to establish advanced level programs in teacher leadership and elementary grades level content areas (e.g., elementary science specialist; elementary math specialist, etc.).
11. The State Board of Education should ask the North Carolina Professional Teaching Standards Commission to develop a proposal to pilot the Teacher Advancement (TAP) Program or other similar teacher leadership programs that provide advancement opportunities for teachers. The proposal should identify the funds that would be needed to support the program and any policy changes that would be needed to pilot the programs.

Administrator Support/Administrator Accountability

Administrator support of teachers is essential. School administrators must have the knowledge, skills, and dispositions to foster positive learning environments. They should be held accountable for implementing policies and procedures that create school climates that foster learning. School administrators must have up-to-date knowledge of NC school laws to ensure compliance with them. Attention must be focused on the spirit of the law as well as the letter of the law.

Preparation, Induction, and Continued Professional Development

12. The standards for the Masters in School Administration (MSA) programs should be reviewed to ensure that appropriate competencies related to teacher effectiveness, teacher evaluations, teacher support programs, teacher leadership, teacher empowerment, and teacher retention are included and emphasized.

13. The State Board of Education should ask the Center for School Leadership Development to offer training for principals related to the principal's role in teacher effectiveness, teacher evaluations, teacher support programs, teacher leadership, teacher empowerment, and teacher retention.
14. The State Board of Education should revise the license renewal requirements (SBE Policy QP-A-005) to require school administrators to earn at least 5 renewal credits during each renewal cycle focused on the principal's role in teacher effectiveness, teacher evaluations, teacher support programs, teacher leadership, teacher empowerment, and teacher retention.
15. The State Board of Education should seek funding for and require that beginning school administrators be provided mentors.

Evaluation

16. The State Board of Education should ensure that principals are evaluated annually as specified in G.S. § 115C-333 and revise the standards for the evaluations of school administrators (SBE Policy QP-C-006) to include accountability measures of teacher retention, teacher empowerment, teacher leadership, and school climate. This will require revision of the evaluation instruments currently approved by the State Board of Education for this purpose.

Time/Workload

17. The State Board of Education should direct the Department of Public Instruction to review the allotment formula for assistant principals to ensure that principals have sufficient time to support teachers. Representative stakeholders should be consulted in the review. The results of the review and recommendations for any needed changes should be brought to the State Board of Education by April 2005.

Enhancing the Image of the Profession Barriers to Entering the Profession

The image of the teaching profession must be enhanced. Barriers, such as lack of funds, access to programs, and testing requirements, must be addressed. The Task Force supports the State Board of Education's efforts to eliminate barriers to lateral entry and facilitate the licensing of lateral entry teachers.

Recruitment and Marketing

18. The State Board of Education should coordinate the development of a comprehensive statewide recruitment and marketing plan for teaching in North Carolina. The plan should include additional funding, both in the number of scholarships awarded and the amount of the scholarships, for current scholarship/loan programs, funding for additional scholarship/loan programs, and expanded funding for the Teacher Cadet Program.

Current teacher scholarship programs include:

- the Prospective Teacher Scholarship Loan Program;
- the Teaching Fellows Program;
- the Teacher Assistant Scholarship Loan Program; and
- the Teacher Assistant Scholarship Fund Program.

Additional programs might be targeted to include:

- lateral entry teachers;
- community college students transitioning to four year institutions to pursue teacher education programs; and
- college juniors and seniors majoring in teacher education.

Teacher Preparation

The preparation of teachers is an important factor in teacher retention. North Carolina has and should continue to expect teachers to meet high professional standards. However, unnecessary barriers that keep prospective students from enrolling in teacher education programs should be removed.

Student Teaching

19. Consideration should be given to expanding the student teaching component of teacher preparation programs. Options may include a full-year of student teaching with pay or a paid residency program during the first year of teaching in which the teacher works under the direction of a master teacher. The Department of Public Instruction should prepare a feasibility study for the State Board of Education by June 2005.

Assessments

20. The State Board of Education should identify and adopt alternative assessments or options for the Preprofessional Skills Tests (Praxis I) required for admission to teacher education programs.
21. The State Board of Education should consider options to the Praxis II (specialty area) tests for teacher licensure. This may include other standardized tests or alternative assessments.

Teacher Induction Beginning Teacher Support Mentoring

North Carolina loses approximately half of the teachers entering the profession within the first five years. Beginning teachers need effective induction programs. They need quality mentors and time to work with their mentors.

Funding for Programs

22. At a minimum, the State Board of Education should seek reinstatement of funding for mentors for all beginning teachers for their first three years of teaching. Additionally, the State Board of Education should seek funding for a full-time mentor program at a ratio of 1 mentor per 15 beginning teachers. All beginning teachers, regardless of funding source, should be included in the allotment. While local systems should have the flexibility to design mentoring programs that best meet their needs, the State Board should establish guidelines for local systems to receive funding for the full-time mentoring programs.
23. The State Board of Education should seek funding for a full-time Initial Licensure Program Coordinator at the LEA level.

Best Practices

24. The Department of Public Instruction should disseminate information on best practices in mentoring. This should include effective practices being implemented in North Carolina (e.g., NCCAT's Connections Program), as well as national models such as the Santa Cruz New Teacher Project and the Milken Teacher Advancement Program (TAP).

Accountability

25. The State Board of Education should revise the Initial Licensure Program Annual Report to focus on measures of the impact of the programs on teacher retention.

**Financial Incentives
Salaries, Benefits, Bumps, Bonuses,
Employment of Retired Teachers, Portability of Retirement/Pensions**

The issue of teacher salary is of such critical importance that reforms and improvement efforts must begin with the 2005 session of the General Assembly. Teachers must be appropriately compensated for their knowledge, skills, and performance. Addressing the starting salary for beginning teachers should be the cornerstone for developing and building a teacher salary schedule upon which other associated salary schedules can be based. Various local incentives such as supplements, signing bonuses, and other financial incentives should not be considered when developing a state salary schedule. LEA incentives should be the method that each school district uses to customize their local recruiting efforts or address their identified critical shortage area(s) needs.

Working with the State Retirement System, a progressive salary schedule and/or other incentives should be developed that would keep experienced master teachers considering retirement working in the classrooms of North Carolina.

While changes to the salary schedule will have to be phased in, a focused, connected, and sustained multi-year approach must be used to achieve the goal of improving beginning teacher salaries and rewarding teachers who remain in the classroom.

Being able to compete with other professions and with other states to recruit and retain highly qualified teachers is essential if the student performance realized in recent years is to be continued and improved. North Carolina is a net importer of teacher candidates.

Adjustments to the Salary Schedule

26. The State Board of Education should immediately form a permanent committee of various stakeholders, including members and staff of the General Assembly, to further research and study teacher compensation. This special Research/Study Committee should begin work immediately with its first report due to the State Board of Education by March 15, 2005. The committee should report to the State Board of Education at least annually. The results of the committee's research should be used in future years to assess the competitiveness of beginning teacher salaries. The information gathered and format used for salary comparison should be updated at least biennially. Continued comparisons should be made in order to track North Carolina's ability to remain competitive in recruiting and retaining highly qualified teachers. The committee's work will provide decision makers with a sound information base for making future salary schedule adjustments.

The Research/Study Committee should be charged with:

- A. Developing a method of comparing salaries of beginning teachers in North Carolina to beginning teachers in the Southeastern states, states with teacher surpluses, and professions competing with education for quality candidates. States with teacher surpluses should include, but not be limited to Ohio, West Virginia, Pennsylvania, Tennessee, and New York. In states that do not have a uniform state salary schedule, representative urban, suburban, and rural salaries should be included in the comparison.
- B. Developing a plan to increase the beginning teacher salary to a minimum of \$36,000 within a four (4) year period of time (2005-2009).
- C. Considering new salary schedule options in lieu of a simple modification of the current salary schedule.

- D. Researching and making recommendations on whether or not compressing or expanding a teacher salary schedule would assist in retaining teachers at critical periods when many teachers tend to leave the profession.
- E. Considering modifications to the teacher salary schedule for increased knowledge, improved teaching skills, and/or increased responsibilities. Salary schedule bumps or differentials may be considered at additional benchmarks. For example, completion of 15 hours of coursework beyond the initial teaching license or 15 hours of coursework beyond the master's degree. The coursework would be completed at a regionally accredited college or university and related to the teaching license area(s).
- F. Considering modifications in the current salary schedule or any newly developed salary schedule to provide incentives for individuals to work beyond the current 30 years of creditable service before retiring. The committee should consider options including but not limited to additional steps beyond the current 30+ on the salary schedule or changing the current longevity formula to provide incentives for master teachers to continue their teaching service. Note: This is not a recommendation to change the minimum requirements for retirement but to provide individuals who wish to continue teaching an incentive to do so.
- G. Studying the impact of current and any proposed state or federal changes in the regulations governing the employment of retired teachers.
- H. Working with the State Retirement System to study the Retirement Accrual Rate and recommend whether or not the accrual rate should be changed/increased as an incentive to continue teaching beyond the 30+ years of service. A combination of a change in the accrual rate and the additional steps might provide reinforcement for the desired results of keeping highly qualified master teachers in the classroom.
- I. Considering a Phased Retirement option for teachers who are seeking to continue in the profession but at a reduced workload. The individuals participating in Phased Retirement could perform a multitude of useful tasks that could include mentoring, staff development training, supervising student teachers, or assuming other teaching related duties in curriculum development or leadership.
- J. Developing a timetable for the implementation of recommendations over a four year period.

Adjustment of Master's Degree Salary Differential

- 27. The pay differential between the Bachelor's Degree Certified Teacher Salary Schedule and the Master's Degree Certified Teacher Salary Schedule should be adjusted to 12%. The 12% is the same salary percentage differential that currently exists between the Bachelor's level and National Board Certification.

Employment of Retired Teachers

- 28. The State Board of Education should seek legislation to eliminate the 11.7% contribution to the Retirement System when a retired teacher is employed exempt from the Earnings Limitations Cap.

Support for Continued Professional Study

- 29. The State Board of Education should work with the University of North Carolina Board of Governors and the North Carolina Independent Colleges and Universities to seek funding to provide teachers with tuition-free master's level and other advanced degrees or certificates. The tuition would be repaid through service to the Public Schools of North Carolina.

**BUSINESS EDUCATION TECHNOLOGY ALLIANCE ANNUAL REPORT TO THE JOINT EDUCATION OVERSIGHT
COMMISSION MARCH 8, 2006**

RECOMMENDATION	SUMMARY OF ACTION	RESPONSIBLE ENTITY
<p><i>Vision for Global and 21st Century Literacy</i></p> <p>1. The Education Cabinet should add a sixth (6th) strategic initiative to address the infusion of information and technology literacy skills in all learning environments and the importance of cultivating life long learning skills. The initiative should also include support for the technology infrastructure needed to support this initiative and it is recommended that it be written as follows:</p> <p>Strong Global and 21st Century Learning</p> <ul style="list-style-type: none"> • Every student is prepared for life, work, and citizenship in the knowledge and information age of the 21st century • Every teacher is informational and globally literate • Every citizen understands and possesses the skills required to succeed in the global economy • Every citizen has affordable universal access to effective technology <p>It is further recommended that the State Board of Education adopt this additional strategic initiative.</p>	<p>Lt. Governor Perdue met with the Education Cabinet in February to make this request and it is scheduled to meet on April 12 at which time it will address this item.</p> <p>Lt. Governor Perdue met with the State Board of Education and it is in the process of making a decision as to how best to address this priority. The SBE is scheduled to make a decision by May.</p>	<p>Education Cabinet/State Board of Education</p>
<p>2. The General Assembly should provide new funding for the operation of the North Carolina Virtual Public School (NCVPS) and the expansion of e-learning course offerings to students in grades 9-12. These courses should be developed with teachers trained in on-line delivery of instruction so that students can register in the spring of 2006 for the 2007-08 school years. It is further recommended that the NCVPS Director and Advisory Board present to the State Board of Education no later than June 30, 2007 a plan for the inclusion of PreK-Middle school students in e-learning opportunities.</p>	<p>Joint Education Oversight endorses:</p> <ul style="list-style-type: none"> • funding for the statewide implementation of the NCVPS for students in grades 9-12. • Developing a plan for e-learning for elementary and middle 	<p>General Assembly</p>

Attachment II

	schools students by June 2007.	
	Note: Please see the E-Learning Commission Phase II Report number (2) page 7 for additional information for this recommendation.	
3. The General Assembly should establish an e-learning entity called the NCVirtual (NCV) for all North Carolina Citizens and locate it with the Education Cabinet as recommended in the E-Learning Commission Phase II Report. This report was endorsed by the State Board of Education at its February 2, 2006 meeting and the Education Cabinet at its February 16, 2006 meeting. It is further recommended that an advisory body with support staff be established no later than July 1, 2006 to implement the recommendations of the E-learning Phase II Report. The Advisory Board will develop strategies for providing comprehensive e-learning opportunities for all North Carolina Citizens and report to the Education Cabinet and to Joint Education Oversight on its progress including any changes needed to policies, laws and rules to effectively develop e-learning opportunities for all NC Citizens no later than December 2006 and annually thereafter.	<p>Joint Education Oversight endorses:</p> <ul style="list-style-type: none"> • the establishment of NCV and locate it with the Education Cabinet • the establishment of an Advisory body and providing staff to the NCV <p>Note: Please see the E-Learning Commission Phase II Report number (2) page 7 for additional information for this recommendation.</p>	General Assembly
4. The State Board of Education should study and identify the kinds of resources including people, data, equipment and tools needed to operate schools designed to meet the needs of 21 st century learners. The current system has been periodically revised; however, a comprehensive revision is recommended to incorporate the funding and resources needed to support the use of technology infrastructures as well as instructional technology. The SBE should work with the American Diploma Project and the Center for 21st Century Skills and incorporate when appropriate the work from these two initiatives. The work will include developing two sets of guidelines - one for technology infrastructure and one for instructional technology.	No action needed, the required study is included in Senate 662 ratified in August 2005	General Assembly

<p>5. The BETA will coordinate the establishment of a coalition of stakeholder associations or organizations including business and education groups to develop a marketing plan to educate the public about the impact of technology on North Carolina's economic future. In the course of developing this plan, a statewide poll to determine the citizens' perspective about the use of technology and its impact on the quality of life, the workforce and education for all citizens should also be conducted.</p>	<p>Joint Education Oversight endorses:</p> <ul style="list-style-type: none"> the development of a marketing plan to educate the public about the impact of technology on North Carolina's economic future. 	<p>BETA</p>
<p>Infrastructure for Global and 21st Century Literacy</p>		
<p>6. The NC Rural Economic Development Center and e-NC in collaboration with representatives from Local Education Agencies, the University of North Carolina System and the Community College System should complete a feasibility study on developing regional education networks that are centrally managed to provide and sustain broadband connectivity to individual students and teachers in schools, community colleges and universities.</p> <p>The study should include an evaluation of existing technology infrastructures, such as the statewide NC Research and Education Network or regional infrastructure like Winston-Net. These state of the art infrastructures may be capable of supporting growth in traffic and thus serve as a backbone infrastructure for delivering high speed access to underserved regions.</p>	<p>No action required until receipt of the study as directed in Senate 662 in August, 2005 and the results of the Report will be made as directed no later than May 1, 2006.</p> <p>Note: Please see Appendix I page 24 of the March 2006 BETA report for the progress report on this study.</p>	<p>General Assembly</p>
<p>7. The School Technology Commission should set or revise standards after seeking input from e-NC and ITS for LEA School Technology plans and establish a baseline template for:</p> <ol style="list-style-type: none"> the technology infrastructure including broadband connectivity, people and resources needed to operate effectively from the classroom desktop to local, regional or state networks, and an evaluation component that holds local education agencies accountable for maintaining quality upgradeable systems. 	<p>No action needed as this change was made as directed in Senate 662 in August, 2005.</p> <p>Note: Please see Appendix II page 27 for the statute change regarding this recommendation.</p>	<p>State Board of Education</p>
<p>8. The State Board of Education should investigate ways to ensure</p>	<p>Joint Education Oversight</p>	<p>State Board of Education</p>

technology infrastructure standards in new school buildings are consistent with the requirements for schools as recommended by the NC ITS, including the allocation of funds from the Lottery proceeds for school construction.	<p>endorses:</p> <ul style="list-style-type: none"> • SBE investigating ways to ensure technology infrastructure standards in new school buildings are consistent with the requirements for schools as recommended by the NC ITS • SBE investigating ways to allocate funds from the Lottery proceeds for school construction to ensure standards are met. 	
9. The NCDPI should develop or revise its state portal of web resources to include building needs, sample floor plans, sample technology plans and other resources needed to support LEAs in building schools with technology infrastructure for the 21 st century.	<p>Joint Education Oversight endorses:</p> <p>SBE revising the state portal for school construction to include plans for building schools with technology infrastructure for the 21st century.</p>	State Board of Education/NC Department of Public Instruction
10. The Office of State Budget and Management shall conduct a study to determine the best methods for collecting, managing, and providing access to information about technology, water, sewer, and other modern infrastructures needed to assist communities in becoming and remaining economically viable. Included in the report should include legislative proposals, including a proposal to define the term "infrastructure" in the General Statutes to include modern communication technologies.	<p>No action required until receipt of the study as directed in Senate 662 in August, 2005 and the results of the Report will be made as directed no later than May 1, 2006.</p> <p>Note: Please see Appendix III page 29 of the March 2006 BETA report for the</p>	General Assembly

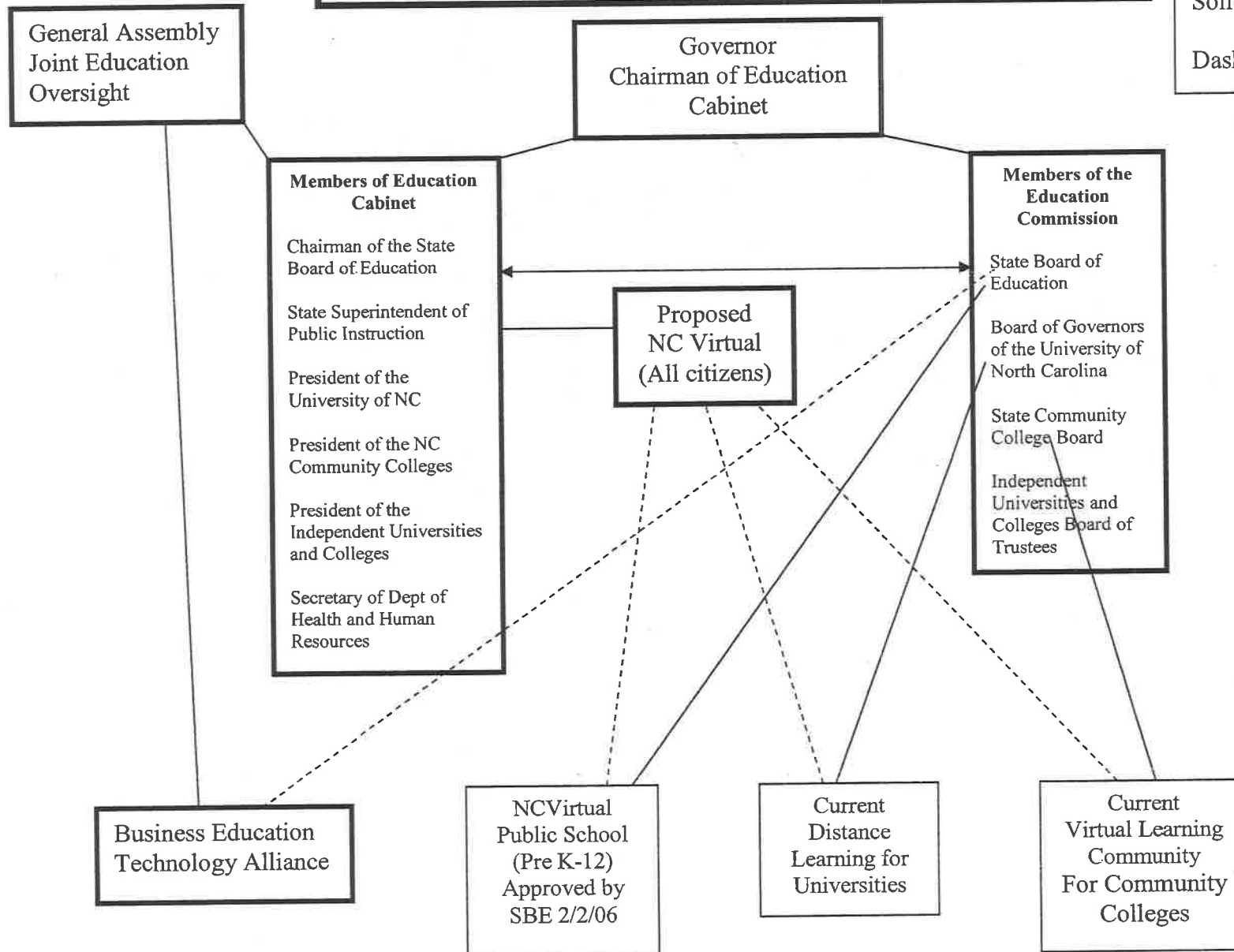
	progress report on this study.	
11. The North Carolina Board of Science and Technology and the North Carolina Progress Board are encouraged to provide an annual report by county on the status of trends that reflect the impact of education on economic growth for the 21st century. This report should be available for citizens and should contain information about the status of their county with regard to education and economic growth.	Joint Education Oversight endorses: North Carolina Board of Science and Technology and the North Carolina Progress Board providing an annual report by county on the status of trends that reflect the impact of education on economic growth for the 21st century	North Carolina Board of Science and Technology and the North Carolina Progress Board
<i>Professional Development for Global and 21st Century Literacy</i>		
12. The State Board of Education should create a state portal of high quality professional development resources for PreK-20 educators from a wide variety of reputable sources. This portal should include professional development courses available from community colleges, universities and other professional development providers.	Joint Education Oversight endorses this recommendation as written.	General Assembly/ State Board of Education
13. The Education Cabinet should initiate a collaborative effort among Teacher preparation providers, the 21st Century Center and the Professional Teaching Standards Commission about the need incorporate 21st century technology skills and global learning into the teacher and administrator preparation programs.	Joint Education Oversight endorses this recommendation as written.	Education Cabinet
14. The Education Cabinet and the State Board of Education should create (or adopt) a framework such as that included in the Z. Smith Reynolds Report on Professional Development, dated November 2004, for analyzing effective professional development programs to ensure compatibility and applicability to instructional programs and resources used in the classroom.	Joint Education Oversight endorses this recommendation as written.	Education Cabinet//State Board of Education
15. The State Board of Education should provide and advocate for flexibility in funding, and other resources necessary for teachers to be able to participate in professional development opportunities at a convenient	Joint Education Oversight endorses this recommendation as written.	State Board of Education

time and location as well as provide opportunities that are job embedded.		
<i>Technology and Funding for Global and 21st Century Literacy</i>		
16. The State Board of Education (SBE) should determine the total amount of funds needed for the recurring total cost of ownership to maintain and upgrade the LEA School Technology Plans. This should include personnel costs for both technical and instructional needs so that a 3 to 5 year budget plan can be developed for the General Assembly.	Joint Education Oversight endorses the recommendation as written.	General Assembly/ State Board of Education
17. The General Assembly should consider all legal and fair incentives and legal and fair methodologies (ie: private sector provided, public/private partnerships, or public sector provided) for providing scalable broadband connectivity to all schools and communities at an affordable rate. A state and local statutory environment should exist that encourages both public and private investment in broadband infrastructure, particularly in underserved areas.	Joint Education Oversight endorses the recommendation as written.	General Assembly
18. After receiving the results of the Regional Network Study required in Senate 622 in August 2005, the General Assembly should consider establishing two public school funds for school technology. One fund to support school technology infrastructure (for example, line charges, network cabling and servers) and the second to support instructional technology (for example computer hardware, software, peripherals and staff development). The funds should be developed based on the budget needs identified in the LEA school technology plans for infrastructure and instructional technology as recommended by the School Technology Commission and approved by the State Board of Education (SBE) for accountability and state budget planning.	No action required until receipt of the study as directed in Senate 662 in August, 2005 and the results of the Report will be made as directed no later than May 1, 2006	General Assembly
19. After receiving the results of the Regional Network Study required in Senate 622 in August 2005, the General Assembly should consider alternative ways to providing more direct support to LEA's for assistance with e-rate. The study will incorporate a recommendation for more effective use of the e-rate reimbursements for North Carolina Schools.	No action required until receipt of the study as directed in Senate 662 in August, 2005 and the results of the Report will be made as directed no	General Assembly

	later than May 1, 2006	
20. The State Board of Education should initiate the development of a coalition of state level associations and their national counterparts including the State Board of Education (SBE), the North Carolina Association of Educators (NCAE), the North Carolina Association of School Administrators (NCASA), North Carolina School Boards Association (NCSBA), North Carolina Association for Educational Communications and Technology (NCAECT), North Carolina School Library Media Association (NCSLMA) and other appropriate groups to advocate for improving the E-rate process for schools.	Joint Education Oversight endorses: State Board of Education should initiate the development of a coalition of appropriate groups to advocate for improving the E-rate process for schools.	State Board of Education

Proposed NC Virtual Organizational Structure for all Citizens

Solid line: Direct report
Dashed line: Advisory



Attachment III



The University of North Carolina 2006 Non-Budget Legislative Agenda

- 1 **Enrollment Funding in the Continuation Budget**

Place Enrollment Funding in the Continuation budget for the University and the Community College system, in a similar manner as the public schools.
- 2 **University Efficiency Measures**
 - Allow the Board of Governors to delegate statutory duties to the President.
 - Elimination of duplicative or unnecessary reports and allow appropriate reports to be provided by the President, in lieu of the Board of Governors.
 - Authorize the Board of Governors to increase informal contract limit (for small construction) from \$300K to \$500K.
 - Eliminate requirement to have consultant contracts pre-approved by the Governor.
 - Raise the force account limit to \$200K for all direct and indirect costs of a construction project or to \$100K for the total cost of labor on a project.
 - Modify GS 133-3 to allow campuses of the University to establish campus standards for building components by conducting public evaluation and selection processes, and thereafter, specifying said components by brand when writing construction specifications.
 - Permit the use of special obligation bonds or other means of financing for acquisition of equipment and renovation or repair of existing facilities.
 - Clarify University inclusion in SL 2005-227 dealing with the dollar threshold for purchasing and sales. (pending AG's opinion for inclusion on agenda)
- 3 **Faculty & Staff Competitiveness**
 - University exemption from, or modification of, G.S. 135-1(20) to preserve UNC's phased retirement plan and allow for more flexibility in rehiring of retirees.
 - Expand the existing Tuition Waiver Program for faculty & staff:
 - a. Increase number of allowed courses from two to three.
 - b. 25% tuition reduction for dependents and spouses of UNC employees
 - c. Implement a Tuition Waiver Exchange program between the University system and the Community College system.
 - Provide immediate (or 1-year) vesting in ORP for EPA employees in order to make compensation packages more competitive with University peers.

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| 4 | Bond Project Modifications | <p>The following projects listed in Chapter 3 of the 2000 Session Laws and authorized by voter referendum in November 2000 have been recommended for scope modifications by the campuses. These suggested changes are consistent with the initial intent of the listed projects. However, these alterations are due to changed conditions or discovery of a more efficient means to accomplish the same end result.</p> <ol style="list-style-type: none"> 1) UNC-Chapel Hill proposes to transfer funds from Caldwell and Howell Halls to other classroom projects. 2) UNC-Chapel Hill proposes to transfer funds from Hill and Davie Halls to other classroom projects. 3) NCSU proposes to change scope of Williams Hall Laboratory Building Comprehensive Renovation and transfer of residual funds to Polk Hall Laboratory Building's comprehensive renovation. 4) WCU proposes to change scope of Forsyth Classroom and Computer Labs Building-Comprehensive Renovation and transfer residual funds to Stillwell Lab Building-Comprehensive Renovation. |
| 5 | Nursing Scholars Program Modification | <p>To permit the State Education Assistance Authority to determine scholarship loan award levels for the Nursing Scholars Program and to eliminate confusion in existing statute regarding recipients who are enrolled less than full-time.</p> |
| 6 | Dental and Medical Scholarship Loan Modification | <p>To grant the Board of Governors authority to forgive a dental or medical scholarship loan and avoid imposing hardship on a recipient who is trying to complete the requisite service to have his or her loan forgiven.</p> |
| 7 | Contributions To Parental Savings Trust Fund Tax Deductible | <p>Amend GS 105-134.6 & GS 116-209.25 to allow taxpayers who make contributions to the Parental Savings Trust Fund to deduct all, or a portion of, their total contributions in calculating NC taxable income for any given tax year beginning in 2006.</p> |
| 8 | UNC Non-Appropriated Capital Projects | <ul style="list-style-type: none"> ▪ Request authorization for non-appropriated capital projects for the campuses of the University (in development) ▪ Revise use of self-liquidating funds to allow for the purchase of residential student housing. |
| 9 | Center for Design Innovation, Joint Millennial Campus and Center for Nursing | <p>Modification of SL 2004-179 to provide that the Center for Design Innovation (WSSU & NCSA), the Joint Millennial Campus (UNCG & NCA&T) and a Nursing and Allied Health Building (UNCP) will be completed with the allocation of funding.</p> |
| 10 | Dual Office Holding | <p>Eliminate the prohibition against spouses of members of the Board of Governors' and of members of Boards of Trustees' being employees or officers of the State, so long as the spouse</p> |

is not an officer or employee of UNC, for BOG members, or of the relevant campus, for BOT members nor a member of the General Assembly. Include NCSSM in this provision.

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| 11 | NCSSM Governance | Change status of NCSSM to become a constituent institution. |
| 12 | Parking Fines Assessment | Modification of G.S. 115C to allow for the recovery of administrative costs for assessing parking fees on the campuses. |
| 13 | Exemption from Sales Tax | Provide that organizations, including disregarded entity limited liability companies, that are recognized by the Internal Revenue Service as charitable organizations, exempt from taxation under Section 501(a) of the Internal Revenue Code, shall be exempt from paying sales tax in connection with providing student housing and other educational facilities. |
| 14 | University Golf Courses – Alcohol Sales | Allow golf courses open to the public and owned by University campuses to sell alcohol. |

Attachment IV



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, ED.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

2006 SBE Legislative Policy Agenda Discussion Draft January 5, 2006

Items to be carried forward from 2005

1.	<p>HB 550 - has met "crossover" and is eligible for action in 2006.</p> <p>Pending in Senate Education Committee</p>	<p>Request change in requirement for APA approval of rules adopted by State Board of Education. The SBE has rule-making authority established by the North Carolina Constitution (Article IX, Section 5). Rule-making under APA is a lengthy process, which is layered on top of the SBE's discussion of any item. The SBE needs to be able to respond more quickly to needed changes (e.g., US Dept of Education rulings related to NCLB and teacher licensure). The SBE proposes allowing the SBE to hold public hearings which would be followed by two months of public discussion when the item is placed on the formal SBE agenda. This should provide ample opportunity for public input, as well as greater flexibility, should implementation of any rule reveal that additional tweaking or changes are necessary to achieve the intended result of the rule.</p>
2.	<p>HB 448 – has met "crossover" and is eligible for action in 2006.</p> <p>Pending in Senate Education Committee.</p>	<p>Revise statute pertaining to removal of local Board members. The current statute (§ 115C-39. Removal of board members; suspension of duties by State Board) has proven difficult to interpret and apply, as a recent high-profile case revealed. The proposed revisions to the current statute (1) clarify that a plea of guilty or <i>nolo contendere</i> to a felony or a Class 1 or Class 2 misdemeanor shall be presumptive evidence of immoral or disreputable conduct; (2) clarify the process; (3) clarify that conduct prior to election to a local board may be considered; and (4) provide for judicial review. The SBE has worked closely with the North Carolina School Boards Association to draft revisions that will better reflect what we believe current statute contemplates.</p>
3.	<p>Not eligible for consideration in 2006 unless included as a budget item.</p>	<p>Raise compulsory attendance age. Age 16 is too young for a student to make the critical decision to drop out of school. Today's economy demands more skill and education to be successful. We should not condone students leaving school at such an early age. When our law says it is permissible to drop out at 16, it is sometimes difficult to convince students otherwise. The change in the compulsory attendance age must be accompanied by changes in our high schools, and there are many initiatives underway to help high schools better meet the needs of all students, including those at-risk of dropping out.</p>

Items on this agenda remain in draft status and are for discussion only. They have not been approved by the State Board of Education at this time.

(3/20/2006)

4.	House Select Committee Has Been Appointed to Examine & Recommend Changes. Legislation from this committee would be eligible for action in 2006.	IDEA. Seek changes in NC statute as appropriate to align state laws with the newly reauthorized federal IDEA (December, 2004). Not to bring state statute into alignment runs the risk of placing the state in non-compliance with federal laws, which could result in jeopardizing the state's eligibility for federal funding for children with special needs.
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New Items for Consideration in 2006

5.		High School Exit Standards: Seek changes in the language on the High School Competency Test requirement so that the new High School Exit Standards are deemed to meet that standard. Lou Fabrizio has received email from an LEA concerned that next year's ninth graders have both the Competency Test and the new HS Exit Standards to meet.
6.	HB 1462, Study of Corporal Punishment Policies	Corporal Punishment: Seek change in statute to prohibit use in NC Public Schools. Study bill was introduced in 2005, but did not pass. The study was included in the House Studies Bill, HB 1269, and in the Senate Studies Bill, HB 413, neither of which passed the other chamber.
7.	HB 1264, Board Certified Teachers Serve as School Leaders	Differentiated Roles for NBPTS Teachers: Support legislation introduced in 2005 to permit NBPTS teachers to serve as school leaders without relinquishing NBPTS bonus pay. This is a recommendation of the SBE Teacher Recruitment and Retention Task Force. HB 1264 has met crossover and is eligible for action in 2006.

3/20/06

Pos. Lancaster

Attachment V

Education Oversight Committee

1

"Non-Budget Items for 2006 Session"

Birthday Ch. Young

1. First of all, THANK YOU for the opportunity to join my good friend Erskine Bowles in presenting the non-budget items for the 2006 Session. Let me say at the outset how pleased I am that Erskine and I have identified a number of joint initiatives, including both budget and policy issues, that we can work on together in the coming months and years. We believe that our joint efforts can only result in great benefit and opportunity for adults in all of public higher education.

Cabinet next week

2. To illustrate that point, let me identify a couple of areas where we join with Erskine and the University:

A. Bio-Technology – Both at the BTECH at North Carolina State University, and at the emerging North Carolina Research campus in Kannapolis, the University and Community Colleges have a role to play in the research and training for this rapidly emerging, high-paying industry.

B. Allied Health Faculty - As you know, we are dependent and reliant upon the University for the production of the vast majority of our faculty. The interim HB 1264 Study Report noted the need for "a combined effort in the production of faculty by UNC for the NCCCS, particularly in certain high

demand fields. The health-related professions would be an obvious area for an initial program (of faculty production), especially in nursing." I am aware that UNC will propose to you a modification in the "Nursing Scholars Program" to increase the output of faculty, and I want to endorse that modification.

- C. UNC/NCCCS 2+2 Distance Learning Initiative – In the 2005 Session, the General Assembly appropriated \$1 million of recurring funds to the NCCCS, and \$1 million of non-recurring funds to the University to develop 2+2 Distance Education programs for faculty. Staffs of the two systems have worked throughout the past year on this project. The University needs for their \$1 million to be recurring funds, and we strongly support their request.
- D. Tuition Exchange Program – The 2005 Session of the General directed the Board of Governors and the State Board of Community Colleges to develop a program to permit faculties and staffs of both systems to take classes at each other's colleges, tuition-waived. The State board has just approved a joint UNC/NCCCS report, and we ask that once it is submitted to Education Oversight (April 1st), you will give it strong consideration for funding and implementation.

E. *Retirement Separation*

3. There are a couple of unique Community College non-budget items that need to be addressed in the 2005 Session. Let me mention them briefly:

A. Extension of the 2000 Higher Education Bond Act Matching

Deadline – As you will recall, the 2000 H.E.B. Act required that all community colleges that had matching funds requirements be so matched by June 30, 2006. We have five colleges remaining that have not yet done so, and we want to give them a short period in which to match. As you did in the 1998 Session for the 1993 Higher Ed Bonds, we ask that you extend the matching requirement by one additional year, to June 30, 2007.

B. Permit the Use of State Aid Funds in Lieu of Federal Funds –

Increasingly in state government, the federal government is changing the rules on the use of their funds for staffing. This recently occurred mid-year in our GED office. We proposed swapping State Aid Grant funds for appropriated funds, and while this was permissible with the fed, it was not approved by the State Budget Office. As the federal government continues to tighten funding, we anticipate more of these kinds of situations. As such, we ask that the State Board be given the authority to re-allocate state and federal funds, at no new appropriated cost, to facilitate program operations.

We have drafts of both of these non-budget items, and can make them available to your staffs.

4. Finally, there are two very important pieces of legislation that passed the House in the 2005 Session that are now in Senate Sub-Committee. Let me briefly mention both:

A. House Bill 833 – “Additional Standards for Community College Admissions”: This is also known as the “criminal background checks bill.” As a requirement for obtaining many degrees in allied health programs, a clinical experience/rotation is required. An increasing number of clinical sites will not allow students to obtain the required clinical experience without a criminal background check. A 1997 advisory letter from the Attorney General’s Office concludes that the NCCCS has no authority to conduct such a check. We desperately need that authority. Why? We know that it costs the NCCCS 1.47 times the cost of educating an allied health professional as it does an average degree-seeking student. With market demands so high for these professionals, it seems a waste of state resources to educate a person who can not be licensed by a Licensing Board because of a criminal background or no clinical experience. Please help us pass this legislation.

B. House Bill 550 – “State Board of Education/Community College Rule Making” – The importance of this legislation can not be overstated, both from an ability to work with the University System, and for the State Board to govern the NCCCS. Let me be clear: The State Board of CC IS NOT asking for an “exemption” from the Administrative Procedures Act. The

Board is asking for an expedited rule-making process that would still include a public hearing, publication of the proposed rule, a 30-day waiting period, and other procedural activities. The net effects of the expedited process would be

1. The NCCCS could move more quickly to implement collaborative agreements and programs with the University;
2. The process of implementing rules would be shortened from 7 months to 3 months;
3. The State board could respond to State Auditor findings that recommend procedural/policy changes more quickly, thereby improving governance.

Six agencies, Boards and Commissions already have this authority, including the Board of Governors.

Both of these House Bills are in the Senate Education/Higher Education Committee. Please help us to move them.

Let me conclude by saying how appreciative we are of the tremendous support that this Committee has given us over the past several years on important pieces of legislation. Let me also re-affirm my personal enthusiasm, and that of the entire CC family, in the opportunities we see for working with Erskine Bowles and his team.

Thank you.