

**JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
AGENDA**

October 10, 2006

**10:00 A.M., ROOM 643 Legislative Office Building
Senator Swindell, presiding**

Welcome and Introductions

Approve Minutes

2006 Education Legislation Update

Shirley Iorio, Committee Analyst

Review of Education Oversight Studies for 2007 Session

Shirley Iorio, Committee Analyst

Late Release of End of Grade Math Scores

Dr. Lou Fabrizio, Director, Accountability Services, Department of Public Instruction

Math and Science Teacher Salary Supplement

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

NC Wise Status Report

Peter Asmar, Associate Superintendent/Chief Information Officer, Department of
Public Instruction

Break

Leandro Update

Drupti Chauhan, Committee Counsel

"Turn Around Plan" for Low-Performing High Schools

Dr. Pat Ashley, Director of High School Improvement, Department of Public
Instruction

Disadvantaged Student Supplemental Funding (DSSF) Update

Adam Levinson, Fiscal Research Division

Report on DSSF

DSSF Pilot Status Update

Evaluations of DSSF Funding Initiatives

Dr. Elsie Leak, Associate Superintendent, Curriculum and School Reform
Services, Department of Public Instruction

LEA Assistance Program Report

Dr. Elsie Leak, Associate Superintendent, Curriculum and School Reform
Services, Department of Public Instruction

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

AGENDA

October 11, 2006

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

Senator Swindell, presiding

Welcome

New Calendar Law (HB 1464) Effects/Problems (Behind Tab 8)

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

Greg Killingsworth, Principal, Lumberton Senior High School, Robeson County

Martin Lancaster, President, North Carolina Community College System

Dr. Joseph T. Barwick, President, Carteret Community College

Cooperative Endeavors between UNC and the NC Community College System for Teacher Preparation/2+2 E-Learning Initiative (Behind Tab 9)

Dr. Alan Mabe, Vice President for Academic Planning, UNC General Administration

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

Study of the Mission and Program Needs of the UNC and the NC Community College System (Pappas Consulting Report) (Behind Tab 10)

Dr. Harold L. Martin, Senior Vice President for Academic Affairs, UNC General Administration

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

Status of the Program of Study for Lateral Entry Teachers Offered by the NC Community College System (Behind Tab 11)

Martin Lancaster, President, North Carolina Community College System

Dr. Alan Mabe, Vice President for Academic Planning, UNC General Administration

Howard Lee, Chairman, North Carolina State Board of Education

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
2005-2006 SESSION

October 10-11, 2006

TABS

- 1 Membership List
- 2 Budget/Authorizing Legislation
- 3 Minutes
- 4 2006 Education Legislation Update/Studies & Reports
- 5 Math and Science Teacher Salary Supplement
- 6 "Turn Around Plan" for Low-Performing High Schools
- 7 LEA Assistance Program
- 8 New Calendar Law
- 9 2+2 E-Learning Initiative
- 10 Mission and Program Needs of the UNC and the NC
Community College System
- 11 Program of Study for Lateral Entry Teachers Offered by
the NC Community College System

DRAFT

Shirley

Chapter 9
Education

Dee Atkinson (DA), Drupti Chauhan (DC), Shirley Iorio (SI), Sara Kamprath (SK)

Enacted Legislation

Public Schools

Clarify School Admissions Procedures

S.L. 2006-65 (HB 1074) clarifies the admissions procedures for children to attend schools free of tuition in the local school administrative unit in which they are residents but not domiciliaries. The act amends the law to include children whose parents or guardians relinquish physical custody and control of them upon the recommendation of the Department of Social Services or the Division of Mental Health. An affidavit is required for these children that assigns the responsibility and authority to the person with whom the child resides to make educational decisions. The parent or guardian would retain legal liability for the child's acts.

The act provides that a child who is placed in or assigned to a licensed group home, family foster home, or therapeutic foster home, would be eligible for admission to the public schools in the local school administrative unit where the facility is located subject to the following:

- If the child's parent or legal guardian retains legal custody of the child, then an affidavit is required. In this case, the person with whom the child lives, the child's caretaker or foster parent, or other clearly identifiable adult who resides in the county where the licensed group home or foster home is located, would have the same legal authority and responsibility as the child's parent or guardian would have even if the parent or guardian does not sign the affidavit. The child's parent or legal guardian would retain legal liability for the child's acts.
- If the person or agency that placed the child has legal custody of the child, then that person or agency must provide in writing to the school the name, address, and phone number of the individual who has authority to make educational decisions concerning the child.
- The Social Services Commission or the Commission for Mental Health, Developmental Disabilities, and Substance Abuse Services is required to license the group home or foster home.

The act clarifies that a student who is a resident of a local school administrative unit because the student resides with a parent, guardian, or legal custodian who is a student, employee, or faculty member of a college or university or a visiting scholar at the National Humanities Center is considered domiciled in that administrative unit for the purpose of attending schools in the administrative unit free of tuition. In addition, the definition of "educational decisions" is expanded to mean decisions or actions recommended or required by the school concerning the student's academic course of study, extracurricular activities, and conduct. The decisions and actions would include enrolling the student and responding to disciplinary notices.

The act also amends the provisions related to the education of homeless children to require that the State Board of Education and all local boards of education comply with the federal McKinney-Vento Homeless Education Assistance Improvements Act of 2001 and includes current terminology and definitions from the federal law.

This act became effective July 1, 2006 and applies beginning with the 2006-2007 school year. (DC)

North Carolina Virtual Public School

S.L. 2006-66, Sec. 7.16 (SB 1741, Sec. 7.16) places the North Carolina Virtual Public School's (NCVPS) administrative office at the Department of Public Instruction and requires that it report to the State Board of Education. The Director of the NCVPS must ensure that course quality standards are established and met and that all e-learning opportunities that are State funded and offered to public school students are consolidated under the North Carolina Virtual Public School Program. The consolidation must be completed by June 30, 2007. The priority for e-learning course offerings must be for students residing in rural and low-wealth county school systems. The initial e-learning instructional opportunities must include courses required as a part of the North Carolina standard course of study for high school graduation and Advanced Placement offerings not otherwise available.

The Director must report on the proposed consolidation and operating plan for 2007-2008 to the Joint Legislative Education Oversight Committee, the Office of State Budget and Management, and the Fiscal Research Division of the North Carolina General Assembly by January 15, 2007. The State Board of Education is required to develop an allotment formula for funding e-learning to go into effect for the 2007-2008 fiscal year. In developing the formula, the State Board of Education must consider:

- The number of students based on average daily membership projected to enroll in e-learning.
- The projected cost of fees for e-learning courses.
- The extent to which projected enrollment in e-learning courses affects funding required for other allotments based on average daily membership.

This section became effective July 1, 2006. (DC)

Transfer More at Four Program and Office of School Readiness to the Department of Public Instruction

S.L. 2006-66, Sec. 7.18 (SB 1741, Sec. 7.18) transfers the More at Four program, a voluntary prekindergarten program for at-risk four-year-olds, and the Office of School Readiness from the Governor's Office to the Department of Public Instruction effective July 1, 2006. The State Board of Education will appoint an Executive Director for the Office of School Readiness which will provide oversight to the More at Four program and other related early childhood and prekindergarten education experiences.

The Department of Public Instruction (DPI) is directed to continue the implementation of the More at Four prekindergarten program. The program is to be consistent with standards and assessments established jointly by the Department of Health and Human Services (DHHS) and DPI and must include all of the following:

- A process and system for identifying children at risk of academic failure.
- A process and system for identifying children who are not being served in formal early education programs who demonstrate educational needs and are eligible to enter kindergarten in the next school year, as well as children who are underserved.
- A curriculum or several curricula that are research-based and built on sound instructional theory. These curricula must:
 - Focus primarily on oral language and emergent literacy;
 - Engage children through key experiences and provide background knowledge needed for formal learning and successful reading;
 - Involve active learning;
 - Promote measurable kindergarten language-readiness skills with an emphasis on emergent literacy and mathematical skills; and

- Develop skills that will prepare children emotionally and socially for kindergarten.
- An emphasis on ongoing family involvement.
- Evaluation of child progress through a statewide evaluation, as well as ongoing assessment of the children by teachers.
- Guidelines to reimburse local school boards and systems, private child care providers, and other entities willing to establish and provide prekindergarten programs to serve at-risk children.
- A system built on existing local school boards and systems, private child care providers, and other entities that show the ability to establish or expand pre-kindergarten capacity.
- A quality control system.
- Standards for minimum teacher qualifications. A portion of the classroom sites initially funded must have at least one teacher who is certified or provisionally certified in birth-to-kindergarten education.
- A local contribution.
- A system of accountability.
- Consideration of the reallocation of existing funds.

DPI also must implement a plan to expand More at Four program standards within existing resources to include four- and five-star-rated centers and schools serving four-year-olds and develop guidelines for these programs. The "NC Prekindergarten Program Standards" initiative must recognize four- and five-star-rated centers that choose to apply and meet equivalent More at Four program standards as high quality pre-K classrooms. Classrooms meeting these standards must have access to training and workshops for More at Four programs, and when expansion slots are available, these classrooms must be given first priority to receive them.

The More at Four program must review the number of slots filled by counties on a monthly basis and shift the unfilled slots to counties with waiting lists. The date by which the shifting of slots must occur is changed from December 30, 2005 to "through January 31 of each year," at which time any remaining funds for slots unfilled must be used to meet the needs of the waiting list for subsidized child care.

DPI must submit a report by February 1, 2007 to the Joint Legislative Commission on Governmental Operations, the Joint Legislative Education Oversight Committee, the Senate Appropriations Committee on Education, the House of Representatives Appropriations Subcommittee on Education, and the Fiscal Research Division. The final report must examine all of the following:

- The number of children participating in the program.
- The number of children participating in the program who have never been served in other early education programs.
- The expected expenditures for the programs and the source of the local matches.
- The location of program sites and the corresponding number of children participating in the program at each site.
- A comprehensive cost analysis of the program, including the cost per child served by the program.
- The status of the NC Prekindergarten initiatives as outlined in this provision.

More at Four must establish income eligibility requirements for the program for the 2005-2006 and the 2006-2007 fiscal years. The requirements must not exceed 75 percent of the State median income. Up to 20 percent of children enrolled may have family incomes in excess of 75 percent of median income if they have other designated risk factors. The More at Four program funding cannot supplant any funding for classrooms serving four-year-olds as of the 2005-2006 fiscal year, and support of existing four-year-old classrooms with More at Four program funding

must be permitted when current funding is eliminated, reduced or redirected as required to meet other specific federal or State educational mandates.

Finally, this provision allows children enrolled in any More at Four program to be transported on public school buses. The benefiting More at Four program must pay any additional costs associated with such contractual arrangements.

This section became effective July 1, 2006. (SI)

Rewrite Special Education Laws

S.L. 2006-69 (HB 1908) makes numerous changes to the laws governing the special education of students with disabilities. Some of these changes are required to comply with federal law; other changes reorganize the law to make it clear, up-to-date, and consistent with the federal Individuals with Disabilities Education Improvement Act (IDEA).

This act repeals all parts of Article 9, of Chapter 115C of the General Statutes, Education of Children with Disabilities, and rewrites that Article to make the following changes:

- Confirms State terminology to federal terminology where there is no dispute.
- Resolves contradictory provisions to clarify that students with disabilities who reside in the State are eligible for special education and related services.
- Clarifies the maximum statutory age for services as through the age of 21, and for the remainder of the school year if the student has his or her 22nd birthday during the school year. Also clarifies that services do not have to be provided once the student graduates from high school even if the age limit has not yet been reached.
- Deletes the State's broader purpose clause and substitutes the federal purpose.
- Allows the State Board of Education (State Board) to set standards that are higher than those required by IDEA.
- Adds a definitions section.
- Redefines the categories of disabilities to conform to IDEA and authorizes additional disabilities if added subsequently under IDEA.
- Removes pregnancy from the list of disabilities.
- Adds children ages three through seven with developmental delays as a category of children entitled to special education and related services.
- Adds charter schools as a local educational agency.
- Removes temporary disabilities.
- Allows the State Board and the Department of Health and Human Services (DHHS) to enter into an agreement to exempt some preschool children with disabilities from the requirement they be provided special education.
- Includes language to strengthen the State Board's monitoring and enforcement of the State's provision of special education and related services.
- Retains a two-tiered system with initial due process complaints going to the Office of Administrative Hearings (OAH), but will require copies going to the State Board and the opposing party. Makes the following changes to the due process procedures:
 - Requires the State Board and OAH to create a binding Memorandum of Understanding (MOU) to address statutory and regulatory procedures and timelines applicable under IDEA to due process hearings and to hearing officers' decisions, and to ensure parties' due process rights to a fair and impartial hearing.
 - Removes references to procedural statutes governing mediators for mediated settlement conferences in the mediation statute.
 - Clarifies that mediation may be requested before or after a petition for a hearing is filed.
 - Authorizes the Exceptional Children's Division in the Department of Public Instruction (DPI) to assign an impartial mediator from a list of trained mediators.

- Provides that the State will bear the cost of the mediation process, unless the parties opt to use a mediator that is not on the list or if the parties use an alternative method of dispute resolution.
- Authorizes that when resolutions are reached, the parties must execute legally binding agreements that are enforceable in any State administrative forum provided for in IDEA.
- Establishes one year as the statute of limitations for filing a petition.
- Removes references to G.S. 150B-23 regarding time periods tolled as related to the filing of a petition for a hearing and a request for mediation.
- Adds federal language requiring a resolution session and its timelines.
- Requires records to be made available to parents, upon their request, within 45 days if needed to prepare for Individualized Education Program meetings. There is an exception to this requirement if it would be specifically prohibited by court order.
- Removes conflicting language in the section providing for access to records.
- Deletes language from current law that requires prior written approval of the State Board for contracts between public and private service providers.
- Adds a required member on the Council on Educational Services for Exceptional Children, and authorizes the State Board to add members as may be required under IDEA.
- Requires the State Board to file annual reports with the Joint Legislative Education Oversight Committee.

Pregnancy was removed from the list of disabilities. However, a provision regarding the education for pregnant and parenting students was added to another section of Chapter 115C of the General Statutes. Beginning with the 2006-07 school year, pregnant and parenting students must receive the same educational instruction or its equivalent as other students. Local boards of education are required to adopt policies to ensure these students are not discriminated against or excluded from school or any program, class, or extracurricular activity because they are pregnant or parenting students. Specifically, these students must be given excused absences for pregnancy and related conditions if medically necessary. Also, homework and make-up work must be made available to them. A homebound teacher must be assigned to the extent necessary.

Timelines and other procedural safeguards required under IDEA and Article 9 must be followed in impartial due process hearings that are initiated by a petition filed with OAH. Administrative law judges are required to possess federally required knowledge of IDEA, and are encouraged to participate in training developed and provided by the State Board.

Also, the State Board and OAH are required to enter into a MOU to address specific procedures and timelines for due process hearings. The MOU must be developed by October 31, 2006, and reported to the House Select Committee on the Education of Students with Disabilities by November 15, 2006. The report must include any recommended statutory changes that may be necessary.

And finally, the State Board is directed to revise its Allotment Policy Manual to require school systems to (i) use their State textbook funds to provide, to the same extent as provided to nondisabled students, textbooks for children with disabilities, and (ii) provide teachers of students with disabilities the same teachers' editions provided to teachers of nondisabled students. This provision is effective July 1, 2006.

Except as otherwise provided, this act became effective July 10, 2006. (SI)

Memorial Day Program in the Schools

S.L. 2006-75 (HB 836) directs the State Board of Education to develop recommended instructional programs to aid students in gaining a better understanding of the meaning and importance of Memorial Day. All schools, especially those schools in session on Memorial Day, must recognize the significance of Memorial Day.

This act became effective July 10, 2006. (SK)

Flag/Pledge of Allegiance in Schools

S.L. 2006-137 (SB 700) requires local boards of education and the Board of Trustees of the North Carolina School of Science and Mathematics to adopt policies that require the display of the United States and North Carolina flags, when available, in each classroom and adopt policies that require the daily recitation of the Pledge of Allegiance. The act also requires charter schools and the North Carolina School of the Arts to display the United States and North Carolina flags in each classroom and require the recitation of the Pledge of Allegiance on a daily basis. None of the schools can compel any person to stand, salute the flag, or recite the Pledge of Allegiance.

This act became effective July 19, 2006. (SK)

Schoolchildren's Health Act

S.L. 2006-143 (HB 1502) directs the State Board of Education to establish guidelines to address public health and environmental issues in the classroom and on school grounds related to the following:

- Sealing or removing existing arsenic-treated wood in playground equipment and testing the soil on school grounds for contamination caused by arsenic-treated wood.
- Reducing students' exposure to diesel emissions from school buses.
- Implementing "Integrated Pest Management" consistent with the policy of the North Carolina School Boards Association, Inc.
- Notifying students' parents, guardians, or custodians and school staff of pesticide use on school grounds.

The State Board also must study methods to prevent and alleviate mold and mildew and to incorporate any recommendations into the public school facilities guidelines.

This act also requires local boards of education to adopt policies to accomplish all of the following:

- Inform parents, guardians, or custodians, as well as school staff of their right to request notification of the use of pesticides in schools, and to give advance notice to parents, guardians, custodians, and school staff of the schedule of certain pesticide use on school property.
- Require the use of the "Integrated Pest Management" approach to pest control.
- Prohibit the future use of arsenic-treated wood in the classroom and on school grounds.
- Require existing arsenic-treated wood in playground equipment to be sealed or removed.
- Prohibit the future use of bulk elemental mercury, chemical mercury compounds, and bulk mercury compounds in the classroom.
- Reduce students' exposure to diesel emissions from school buses.

There is nothing in this law that creates a private cause of action against the State Board of Education, a local board of education, or their agents or employees.

The section of this act requiring local boards of education to use "Integrated Pest Management" becomes effective October 1, 2011. The remainder of the act becomes effective October 1, 2006. (SI)

Planning Time & Duty-Free Lunch for Teachers

S.L. 2006-153 (HB 1151) requires school improvement plans to include a plan to provide (i) a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team, and (ii) duty-free instructional planning time for every teacher, with the goal of providing an average of at least five hours of planning time per week. The act also removes the State Board of Education's authority to grant waivers of State laws pertaining to

duty-free periods for classroom teachers when the waivers are requested as part of a school improvement plan.

This act became effective July 1, 2006, and applies to school improvement plans beginning with the 2007-2008 school year. (SK)

Department of Social Services Disclosure of Information/Abuse/Neglect

- S.L. 2006-205 (SB 1216). See **Health and Human Services**.

Safe Transportation for School Students

S.L. 2006-208 (HB 1155) directs local boards of education to adopt policies for the proper use of activity buses traveling to athletic events during the regular season and playoffs and traveling to other school-sponsored activities. The act requires the Department of Public Instruction, in cooperation with the Department of Transportation, to develop a program for issuing a single permit that can be used statewide by commercial motor coaches when they seek to contract with a local school system to provide transportation for school-sponsored activities. The permit program must include the following:

- Documentation that the motor coach company has complied with Federal Motor Carrier Safety Regulations.
- Documentation that the motor coach company has not had an out-of-service order issued against it during the prior year.
- Collection of a reasonable fee to offset the costs of implementing and running the program.
- Consideration of the needs of schools that serve large populations of students with special needs.

The Department of Public Instruction is required to report to the Joint Legislative Education Oversight Committee on the development of the program by November 15, 2006. The Joint Legislative Education Oversight Committee must report to the 2007 General Assembly with its findings, including any recommended legislation.

This act became effective August 8, 2006. (DC)

Lottery Oversight Committee

- S.L. 2006-225 (HB 2212). See **State Government**.

Public-Private Partnerships for Schools

S.L. 2006-232 (SB 2009) allows local school administrative units to enter into capital leases for school facilities and allows for those leases to contain an agreement relating to construction, repairs, or renovations. In doing so, the act contains two exceptions to existing law. Under current North Carolina law, no local board of education may contract for the erection of a school facility unless the property on which the building is to be located is owned in fee simple by the local unit. In addition, under current law, all construction and repairs must be under the control and direction of the local board of education. This act clarifies that when the building is the subject of a capital lease, the board is not required to own the property and the lease may provide that the lessor is responsible for repairs and renovations.

This act became effective August 12, 2006 and will be repealed effective July 1, 2011. (SK)

Vision Care Program Changes

S.L. 2006-240 (HB 2699). See **Health and Human Services**.

Protect Children/Sex Offender Law Changes

S.L. 2006-247 (HB 1896). See **Criminal Law and Procedure**.

Special Diplomas to Korea and Vietnam Veterans

S.L. 2006-260 (SB 862) authorizes the State Board of Education to issue special high school diplomas to all honorably discharged veterans of the Korean Conflict and the Vietnam era. The veteran must request the special diploma and must have never previously received a high school diploma. The State Board already has the authority to issue a special diploma to World War II veterans.

This act became effective August 24, 2006. (SI)

Higher Education

University of North Carolina-North Carolina Community College System 2+2 Learning Initiative

S.L. 2006-66, Sec. 9.1 (SB 1741, Sec. 9.1) directs The University of North Carolina and the Community Colleges System Office to report to the Joint Legislative Education Oversight Committee, the Office of State Budget and Management, and the General Assembly's Fiscal Research Division by September 1, 2006 on the implementation of the 2+2 Learning Initiative. The report shall include the following:

- The courses and programs available.
- The total number of prospective teachers who have taken or are taking courses broken down by academic period since the program's inception.
- The total number of teachers, by local school administrative unit, who have taken courses.
- The change in the number of teachers available to the State's schools since the beginning of the initiative.
- Qualitative data from students, teachers, local school administrative unit personnel, university personnel, and community college personnel as to the initiative's impact on the State's teaching pool.
- An explanation of the expenditures and collaborative programs between the two higher education systems, including recommendations for improvements.

This section became effective July 1, 2006. (SK)

Graduate Nurse Scholarship Program for Faculty Production

S.L. 2006-66, Sec. 9.6 (SB 1741, Sec. 9.6) creates a Graduate Nurse Scholarship Program for Faculty Production (Program). The North Carolina Nursing Scholars Commission (Commission) will determine selection criteria, methods of selection, and will select recipients of the scholarship loans under the Program. The Commission must adopt stringent standards including minimum grade point averages, scholastic aptitude test scores, and other appropriate standards to ensure the best potential students receive the scholarship loans. Scholarship loans may be awarded only to applicants who meet the Commission's standards and who agree to

teach in a North Carolina public or private nursing program upon completion of the nursing education program supported by the scholarship loan. The Commission is directed to develop and administer the Program in cooperation with nursing schools at institutions approved by the Commission and the North Carolina Board of Nursing and must make an effort to identify and encourage minority students and other students who may not have otherwise considered a career in nursing to apply for the Program.

The State Education Assistance Authority will adopt the rules and regulations for the scholarship loans given under the Program.

The Program will be used to provide the following types of aid:

- A scholarship loan for up to two years in the amount of \$15,000 per year to recipients enrolled in a masters degree program in nursing education or any other area of the nursing field that would permit the recipients to become nursing instructors at a North Carolina community college or university.
- A scholarship loan for up to three years in the amount of \$15,000 per year to recipients enrolled in a doctoral degree program in nursing education or any other area of the nursing field that would permit the recipients to become nursing instructors at a North Carolina community college or university.

If a recipient of the scholarship loan is unable to pursue the course of study in nursing for a semester due to limited faculty resources at the institution, then the recipient can continue to receive the scholarship loan for that semester and will not be required to forfeit or repay the scholarship loan for that semester. This waiver is valid only for one semester of study.

The State Education Assistance Authority will forgive the scholarship loan if the recipient teaches in a public or private nursing education program in the State for every year a scholarship loan was provided. Recipients have seven years from graduation to complete this requirement. If the recipient repays the scholarship loan by cash payments, the loan must be repaid within 10 years. The State Education Assistance Authority may allow for accelerated repayment and less than full-time employment options to encourage nursing education in geographic and nursing specialty shortage areas that it designates with input from the North Carolina Center for Nursing.

This section became effective July 1, 2006. (DC)

Use of College Facilities by High School Students

S.L. 2006-221, Sec. 5 (SB 198, Sec. 5) allows community colleges and public and private universities to offer classes to high school students without modifying their buildings to comply with fire codes required for high schools. Colleges and universities will still have to comply with fire codes for higher education buildings.

This section became effective July 1, 2006. (SK)

Lottery Oversight Committee

S.L. 2006-225 (HB 2212). See **State Government**.

Community Colleges

Treasurer's Designee on Community College Board

S.L. 2006-31 (HB 677) allows the State Treasurer to designate a person to represent the Treasurer on the State Board of Community Colleges (Board). The Lieutenant Governor currently has this authority.

The Lieutenant Governor and the Treasurer are ex officio voting members of the Board. Their designees are permitted to vote.

This act became effective June 29, 2006. (SI)

North Carolina Community College System Bionetwork

S.L. 2006-66, Sec. 8.6 (SB 1741, Sec. 8.6) directs the North Carolina Community College System to report on the implementation of the North Carolina Community College System Bionetwork to the Joint Legislative Education Oversight Committee, the Office of State Budget and Management, and the Fiscal Research Division of the North Carolina General Assembly by November 1, 2006. The report must include an explanation of the Bionetwork's activities, accomplishments, and expenditures.

This section became effective July 1, 2006. (DC)

Reemployment of Certain Retired Employees

S.L. 2006-77 (HB 1974). See **Labor & Employment**.

Community Colleges Exempt from Smoking Laws

S.L. 2006-133 (HB 448) allows community colleges to ban smoking from community college premises. Article 64 of Chapter 143 of the General Statutes provides that specific areas of buildings owned, leased, or occupied by State government may be designated as nonsmoking. The Article also provides that certain areas must be designated as smoking areas as practicable. This act exempts community colleges from these provisions regarding designated smoking and nonsmoking areas.

This act became effective July 19, 2006. (DC)

Training Needs of the Motorsports Industry

S.L. 2006-221, Sec. 5A (SB 198, Sec. 5A) requires the State Board of Community Colleges to create a consortium of community colleges to address the training needs of the motorsports industry members and direct training programs to meet those needs. The consortium of community colleges must focus its training efforts to provide specialized motorsports workforce training and to help create new jobs at the Advanced Vehicle Research Center located in Northampton County. The State Board of Community Colleges may consult with the Board of Governors of The University of North Carolina if the motorsports industry finds that additional training at the university level would be beneficial.

This section became effective July 1, 2006. (DC)

Universities

Teacher Education Program Enrollment Plans

S.L. 2006-66, Sec. 9.2 (SB 1741, Sec. 9.2) requires The University of North Carolina General Administration (UNC) to obtain plans from each constituent institution as to how that institution will maintain its current enrollment in its teacher education program and achieve growth targets to ensure increases in the program. The plans can include (i) using enrollment growth funds for targeted admissions; (ii) enhancing student support, advising, and recruiting; (iii) increasing faculty in instructional areas that lead to certification; and (iv) employing other methods that UNC believes will work.

UNC must report to the Joint Legislative Education Oversight Committee and the Office of State Budget and Management by December 30, 2006, on each constituent institution's plans.

By March 31, 2007, UNC must report on the progress toward meeting this priority for the 2007-2008 academic year based on each constituent institution's current students in education programs, and the students who have been accepted for the 2007-2008 fiscal year who are enrolled in the education programs as well as a distribution of enrollment growth funds by specific initiative.

This section became effective July 1, 2006. (DC)

North Carolina in the World Project

S.L. 2006-66, Sec. 9.3 (SB 1741, Sec. 9.3) requires the North Carolina Center for International Understanding to do the following:

- Collaborate with the State Board of Education and the Department of Commerce to develop a plan to ensure that public K-12 international education efforts such as teacher and student exchanges, curriculum development, and other initiatives for students, teachers, and administrators are focused on key countries and regions of strategic economic interest to North Carolina.
- Report to the Office of State Budget and Management and the Joint Legislative Education Oversight Committee on the activities and accomplishments of the \$200,000 nonrecurring appropriation for North Carolina in the World Project no later than March 31, 2007.

This section became effective July 1, 2006. (SI)

Nursing Scholars Program Modification

S.L. 2006-66, Sec. 9.9 (SB 1741, Sec. 9.9) makes the following changes to the law that established the Nursing Scholars Program:

- Increases scholarship loans to up to \$6,500 per year, for each scholarship of no more than four years per recipient, to North Carolina residents interested in becoming registered nurses through associate or baccalaureate degree programs or through diploma programs.
- Increases scholarship loans to \$6,500 per year, per recipient, for two years of study leading to a master of science in nursing degree for residents already holding a baccalaureate degree in nursing.
- Allows the Nursing Scholars Commission to award pro rata scholarship loans to recipients enrolled at least half-time in study to become registered nurses or to attain a master of science in nursing degree.
- Requires the State Education Assistance Authority to adopt specific rules to regulate scholarship loans to part-time nursing students.

This section became effective July 1, 2006, and applies to all scholarship loans awarded or renewed on or after July 1, 2006. (SI)

North Carolina School of Science and Math/High School Constituent Institution

S.L. 2006-66, Sec. 9.11 (SB 1741, Sec. 9.11) provides that the North Carolina School of Science and Mathematics become a constituent high school of The University of North Carolina. All property and all rights and privileges held by the Board of Trustees of the North Carolina School of Science and Mathematics immediately prior to July 1, 2007 are transferred to and vested in the Board of Governors of The University of North Carolina effective July 1, 2007. All obligations of the Board of Trustees existing immediately prior to July 1, 2007 shall be transferred and assumed by the Board of Governors effective July 1, 2007. Faculty members, administrative officers, and employees of the North Carolina School of Science and Mathematics

may purchase annuity or retirement income contracts that are available to other administrative officers, faculty, and employees of the other constituent institutions. Neither the Board of Governors nor the Board of Trustees may increase tuition or impose a mandatory fee without the approval of the General Assembly. The section also makes other technical and conforming changes to implement the conversion of the North Carolina School of Science and Mathematics from an affiliated school to a constituent high school of The University of North Carolina.

This section became effective July 1, 2006. (SK)

Expand Tuition Waiver Program for University of North Carolina Faculty

S.L. 2006-66, Sec. 9.12 (SB 1741, Sec. 9.12) authorizes the Board of Governors of The University of North Carolina to expand the number of courses that a full-time faculty member of the rank of full-time instructor or above and any full-time staff member of The University of North Carolina can take free of tuition. This section now allows faculty and staff to take three courses per year.

This section became effective July 1, 2006. (DC)

Tuition and Contractual Grants for Teaching/Nursing

S.L. 2006-66, Sec. 9.13 (SB 1741, Sec. 9.13) amends the laws governing the North Carolina Legislative Tuition Grant program and the State Contractual Scholarship Fund by making eligible for this State-funded financial aid both part-time and full-time "licensure students" who are pursuing a license in teaching or nursing. A "licensure student" is a person who:

- Has a bachelors degree.
- Is enrolled either full-time or less than full-time in a program intended to result in a teaching or a nursing license.
- Attends an institution located in the State.
- Qualifies as a resident of North Carolina in accordance with definitions of residency adopted by the Board of Governors of The University of North Carolina and published in the residency manual of the Board.

This provision allows a legislative tuition grant to be awarded to each full-time licensure student, or on a pro rata basis to a part-time licensure student, who is enrolled at an approved institution in a program intended to result in a license in teaching or nursing. The legislative tuition grant and the prorated legislative tuition grant for licensure students must be paid for undergraduate courses only.

This section became effective July 1, 2006. (SI)

North Carolina Center for the Advancement of Teaching

S.L. 2006-66, Sec. 9.15 (SB 1741, Sec. 9.15) provides that the North Carolina Center for the Advancement of Teaching will be a center of The University of North Carolina Board of Governors instead of operating under the general auspices of the Board of Governors. The Board of Governors will appoint the executive director and set the director's salary based on the recommendation of the President of The University of North Carolina. The President must recommend the executive director from a list of no fewer than two nominees offered by the North Carolina Center for the Advancement of Teaching's Board of Trustees. The executive director serves at the pleasure of the President but the President must not terminate the executive director without prior consultation with the Center's Board of Trustees.

This section became effective July 1, 2006. (SK)

Principal Fellows Program

S.L. 2006-66, Sec. 9.16 (SB 1741, Sec. 9.16) makes changes to the scholarship loans provided to participants of the Principal Fellows Program. The scholarship loans are for \$30,000 per participant for the first year of participation. For the second year, the scholarship loans are 60 percent of the beginning salary for an assistant principal plus \$4,100 for tuition, fees, and books. The amount of the scholarship loans may be adjusted by the North Carolina Principal Fellows Commission to account for increases in tuition, fees, the costs of books, increases in the State principal assistant salary schedule, and changes in the stipend paid to participants in the second year internship.

This section became effective July 1, 2006 and applies to recipients of scholarship loans for the 2006-2007 academic year and each subsequent academic year. (DC)

Parental Savings Trust Fund Tax Deduction

S.L. 2006-66, Sec. 24.12 (SB 1741, Sec. 24.12) as amended by S.L. 2006-221, Sec. 27 (SB 198, Sec. 27). See **Finance**.

University Efficiency Measures

S.L. 2006-95 (SB 1283), Part II, exempts The University of North Carolina from laws governing contracts to obtain consultant services, and instead requires the Board of Governors of The University of North Carolina to adopt policies and procedures to govern contracts to obtain the services of a consultant by the constituent institutions of The University of North Carolina.

Part II of the act also allows the Board of Governors to delegate more authority to the President of The University of North Carolina in any case where the delegation appears necessary to enable the University to function effectively and efficiently. The Board may rescind any delegation of authority at any time in whole or in part.

Finally, the act changes from March 1 to December 1 each year the date by which the Board must report to the Joint Legislative Education Oversight Committee regarding three different scholarship funds.

Part I of this act clarifies the treatment of deferred tax assets in the computation of the franchise tax capital base. For additional information on this Part, see **Finance**.

This act became effective July 10, 2006. (SI)

University Indebtedness Projects

S.L. 2006-146 (SB 1809). See **Finance**.

Optional Retirement Program Changes

S.L. 2006-172 (HB 853). See **Retirement**.

Studies

New/Independent Studies/Commissions

University of North Carolina Board of Governors Study Commission

S.L. 2006-248, Part XIX (HB 1723, Part XIX) establishes the UNC Board of Governors Study Commission to continue the work of prior UNC Board of Governors Study Commissions and to study the method of election or appointment of members of the Board of Governors, the length of members' terms, the number of terms a member may serve, and the size of the Board of Governors. The Commission may examine the governing boards of other states' institutions of higher education. The Commission must report its findings and any recommendations to the 2007 General Assembly. The Commission will terminate upon the filing of its final report.

This part became effective August 16, 2006. (DA)

Joint Legislative Oversight Commission on Information Technology Studies

S.L. 2006-248, Part XXIV (HB 1723, Part XXIV) establishes the Legislative Study Commission on Information Technology to review the newly revised North Carolina Education Technology Plan developed by the State Board of Education. The Commission's review must also include best practices for using technology to enhance teaching and learning in North Carolina schools. The Commission is required to submit a final report of its findings and recommendations to the President Pro Tempore of the Senate, Speaker of the House of Representatives, and the Legislative Librarian by February 1, 2007. Upon filing its final report, the Commission will terminate.

This part became effective August 16, 2006. (DA)

Legislative Study Commission on the Budget of the Department of Public Instruction

S.L. 2006-248, Part L (HB 1723, Part L) establishes the Legislative Study Commission on the Budget of the Department of Public Instruction. The purpose of the Commission is to perform a zero-based budget review of the Department of Public Instruction to include evaluating the mission and goals of the Department and the efficiency and effectiveness of the Department in furthering these missions and goals, evaluating each program within the Department and assessing the activities performed in the programs, and determining the level of funding and staff necessary to accomplish the goals and missions of the Department. The Commission must report the results of its study and its recommendations to the 2007 General Assembly. The Commission will terminate upon filing its final report or upon the convening of the 2007 General Assembly, whichever is earlier.

This part became effective August 16, 2006. (DA)

Referrals to Existing Commissions/Committees

Joint Legislative Education Oversight Committee Studies

S.L. 2006-248 (HB 1723) provides that the Joint Legislative Education Oversight Committee (JLEOC) may study the following issues and report its findings, together with any recommended legislation, to the 2007 General Assembly:

- Changes in Education Districts. (Sec. 5.2);
- Raising the Compulsory School Attendance Age. (Sec. 5.3);
- Child Nutrition Services. (Sec. 5.4);
- Class Size Funding Formula for Children with Special Needs. (Sec. 5.5);
- Track Students throughout Education. (Sec. 5.6);
- Impact of Student Mobility on Academic Performance. (Sec. 5.7);
- Appropriate Education for Suspended Students. (Sec. 5.8);
- Corporal Punishment Policies. (Sec. 5.9);
- Strategies for Targeting Educational Programs and Resources. (Sec. 5.10);
- Workforce Preparation in the Public Schools. (Sec. 5.11);
- Community College Tuition Reciprocity. (Sec. 5.12);
- Information Requirements for School Admission/Assignment. (Sec. 5.13);
- Joint Education Leadership Team for Disadvantaged Students. (Sec. 5.14);
- Education Facility Financing. (Sec. 5.15);
- School Psychologists. (Sec. 5.16);
- Civics Education. (Sec. 5.17);
- Local School Construction Financing. (Sec. 5.18);
- Teacher Assistant Salary Schedule. (Sec. 5.19);
- Tax on Lottery Winnings/Community College Equipment. (Sec. 5.20);
- Sales Tax Exemption for Local School Units. (Sec. 5.21);
- High School Graduation/Dropout Rate. (Sec. 5.22); and
- Sound Basic Education. (Sec. 5.23).

These sections became effective August 16, 2006. (DA)

Referrals to Departments, Agencies, Etc.

Study the Compensation of School Psychologists with National Certification

S.L. 2006-66, Sec. 7.22 (SB 1741, Sec. 7.22) directs the State Board of Education to study the compensation of school psychologists who are nationally certified by the National School Psychology Certification Board. The study shall examine (i) whether school psychologists who have been designated as Nationally Certified School Psychologists should be compensated at the same rate as teachers who are certified by the National Board for Professional Teaching Standards (NBPTS), and (ii) the cost of compensating nationally certified school psychologists at the same rate as nationally certified teachers. The State Board of Education must report the results of its study to the Joint Legislative Education Oversight Committee before January 15, 2007.

This section became effective July 1, 2006. (SK)

Study of New and Expanding Industry Training

S.L. 2006-66, Sec. 8.7 (SB 1741, Sec. 8.7) requires the Office of State Budget and Management to conduct a study to analyze and evaluate the North Carolina Community College System's New and Expanding Industry Training program, and to report its findings to the Joint Legislative Education Oversight Committee no later than April 1, 2007. The study must include all of the following elements:

- The companies served.
- The number of times each company has been served.
- The number of jobs created.
- The length of time the company has remained in North Carolina after receiving New and Expanding Industry Training funds.
- Whether the company has maintained employment at the same level promised when training was received.

This section became effective July 1, 2006. (SI)

Study the Feasibility of Adding North Carolina Wesleyan College to The University of North Carolina System

S.L. 2006-66, Sec. 9.4 (SB 1741, Sec. 9.4) directs the Board of Governors of The University of North Carolina to study the feasibility of adding North Carolina Wesleyan College as a constituent institution of the system. The study must examine the following issues:

- Potential missions of the campus.
- Potential operating costs.
- Facility needs.
- Asset transfer to the State.
- Liability analysis.
- Transition of current students/programs.
- Personnel.
- Legislative actions needed to authorize and implement the conversion.

This section became effective July 1 2006. (SK)

School Counselors & Dropout Prevention/Study

S.L. 2006-176 (SB 571) requires the State Board of Education to report on the roles school counselors play in providing effective dropout prevention and intervention services to students in middle and high schools. The information to be included in the report to the Joint Legislative Education Oversight Committee includes the following:

- The counselor-to-student ratio in schools with a sixth grade or higher grade.
- The source of funds used for each of these counselors.
- A review and analysis of the counselors' primary duties by school.
- A summary and description of school-based dropout prevention and intervention services provided directly to students in grade six and up, including the role of the counselors in providing the services.
- The number of counselors and other individuals per local school administrative unit whose primary responsibility is to provide school-based dropout prevention and intervention services and the percentage of their time used in providing the services.

The act also requires the State Board of Education to report to the Joint Legislative Education Oversight Committee on the implementation of State Board Policy QP-C-012, Policy Delineating the Job Description and Performance Criteria for School Counselors.

This act became effective August 1, 2006. (DC)

Study Public School Personnel Communication Concerning Disabilities

S.L. 2006-248, Part LI (HB 1723, Part LI) directs the State Board of Education, in cooperation with Division Treatment and Education of Autistic and Communication Handicapped Children (Division TEACCH) and the North Carolina Justice Academy, to study training for public school personnel designed to facilitate, when needed, effective communication and transfer of information about students with autism and other disabilities between school personnel and school resource officers. The State Board must report its findings and recommendations to the 2007 General Assembly on or before March 31, 2007.

This part became effective August 16, 2006. (DA)

For a complete list of the studies and reports authorized by the 2006 Session of the 2005 General Assembly, please refer to the Appendix contained in this publication.

2006 Reports/Studies Due to Education Oversight

Citation	Issue	Reporting Agency	Date Due
S.L. 2006-66 Sec. 7.6(b)	Funds to Implement the ABCs (Restructuring of the Assistance Program)	SBE	January 15, 2007
S.L. 2006-66 Sec. 7.6(c)	Funds to Implement the ABCs (Incentive Award Structure)	SBE	December 15, 2006 (Preliminary Report)
S.L. 2006-66 Sec. 7.12	NC Wise Positions	DPI	Quarterly Basis
S.L. 2006-66 Sec. 7.16	North Carolina Virtual Public School	Director of NCVPS	January 15, 2007
S.L. 2006-66 Sec. 7.18	More At Four Program	DPI	February 1, 2007
S.L. 2006-66 Sec. 7.19	Administrative Funding for Teaching Fellows Program	Teaching Fellows Program	March 15, 2007
S.L. 2006-66 Sec. 7.21	Salary Supplement for Math and Science Teachers Pilot Program	SBE	Prior to implementation and January 15, 2007
S.L. 2006-66 Sec. 7.22	Study the Compensation of School Psychologists with National Certification	SBE	January 15, 2007
S.L. 2006-52 Sec. 7 S.L. 2006-66 Sec. 8.3	Use of Funds for the College Information System Project	NCCCS	Quarterly Basis (Now reported in Aug., Nov., Feb., May)
S.L. 2006-66 Sec. 8.6	Report on the NCCCS BioNetwork	NCCCS	November 1, 2006
S.L. 2006-66 Sec. 8.7	Study of New and Expanding Industry Training	OSBM	April 1, 2007
S.L. 2006-66 Sec. 9.1	UNC-NCCCS 2+2 E-Learning Initiative	UNC/NCCCS	September 1, 2006
S.L. 2006-66 Sec. 9.2	Teacher Education Program Enrollment Plans	UNC-GA	December 30, 2006 and March 31, 2007
S.L. 2006-66 Sec. 9.3	North Carolina in the World Project	NC Center for International Understanding	March 31, 2007
S.L. 2006-66 Sec. 9.17	Teacher Academy Transfer	NC Teacher Academy	October 1, 2006 and annually
S.L. 2006-69 HB 1908	Rewrite Special Education Laws	SBE	October 15, 2006 and annually
S.L. 2006-95 Sec. 2.2 SB 1283	University Efficiency Measures (Teacher Assistant Scholarship Fund)	UNC BOG	December 1 and annually (was March 1 and annually)
S.L. 2006-176 SB 571	School Counselors and Drop-out Prevention/Study	SBE	March 15, 2007 and November 1, 2007
S.L. 2006-208 HB 1155	Safe Transportation for School Students	DPI	November 15, 2006
SB 198, Sec. 2A & Money Report, Page F- 5, Item 37	Futures for Kids, Inc.	Futures for Kids, Inc./ Pathways Program	March 1, 2007
HB 1723 Sec. 28	Training Needs of the Motorsports Industry	SBCC	February 1, 2007 SB 198, Sec. 5A(b)

2006 Reports/Studies by Education Oversight

Citation	Issue	Shall/May	Date Due
S.L. 2006-208 HB 1155	Safe Transportation for School Students	Shall	2007 General Assembly
HB 1723 Sec. 5.2	Changes in Education Districts	May	2007 General Assembly
HB 1723 Sec. 5.3	Raising the Compulsory School Attendance Age	May	2007 General Assembly
HB 1723 Sec. 5.4	Child Nutrition Services	May	2007 General Assembly
HB 1723 Sec. 5.5	Class Size Funding Formula for Children With Special Needs	May	2007 General Assembly
HB 1723 Sec. 5.6	Track Students Throughout Education	May	2007 General Assembly
HB 1723 Sec. 5.7	Impact of Student Mobility on Academic Performance	May	2007 General Assembly
HB 1723 Sec. 5.8	Appropriate Education for Suspended Students	May	2007 General Assembly
HB 1723 Sec. 5.9	Corporal Punishment Policies	May	2007 General Assembly
HB 1723 Sec. 5.10	Strategies for Targeting Educational Programs and Resources	Shall	2007 General Assembly
HB 1723 Sec. 5.11	Workforce Preparation in the Public Schools	May	2007 General Assembly
HB 1723 Sec. 5.12	Community College Tuition Reciprocity	May	2007 General Assembly
HB 1723 Sec. 5.13	Information Requirements for School Admission/Assignment	May	2007 General Assembly
HB 1723 Sec. 5.14	Joint Education Leadership Team for Disadvantaged Students	May	2007 General Assembly
HB 1723 Sec. 5.15	Education Facility Financing	May	2007 General Assembly
HB 1723 Sec. 5.16	School Psychologists	May	2007 General Assembly
HB 1723 Sec. 5.17	Civics Education	May	2007 General Assembly
HB 1723 Sec. 5.18	Local School Construction Financing	May	2007 General Assembly
HB 1723 Sec. 5.19	Teacher Assistant Salary Schedule	May	2007 General Assembly
HB 1723 Sec. 5.20	Tax on Lottery Winnings/Community College Equipment	May	2007 General Assembly
HB 1723 Sec. 5.21	Sales Tax Exemption for Local School Units	May	2007 General Assembly
HB 1723 Sec. 5.22	High School Graduation/Drop out Rate	May	2007 General Assembly
HB 1723 Sec. 5.3	Sound Basic Education	May	2007 General Assembly

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

June 2006

1	Due date: June 15, 2006 (biannually) From: State Board of Community Colleges Description: Report on expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs Chapter: G.S. 115D-5(j) Contact(s): Kennon Briggs	
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July 2006

2	Due date: July 15, 2006 (Quarterly) From: State Board of Community Colleges Description: Projects funded from community college general obligation bonds Chapter: S.L. 2000-3, sec. 1.2 Contact(s): Kennon Briggs	
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August 2006

3	Due date: August 1, 2006 (Quarterly) From: Community Colleges System Office Description: Use of Funds for the College Information System Project Chapter: S.L. 2006-52, sec. 7/S.L. 2006-66, sec. 8.3, S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1 Contact(s): Sandra Williams	
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September 2006

4	Due Date: September 1, 2006 From: UNC/NCCCS Description: 2+2 E-Learning Initiative Chapter: S.L. 2006-66, sec. 9.1 Contact(s):	
5	Due date: September 1, 2006 (annually) From: UNC/NCCCS Description: UNC/NCCCS Joint Initiative for Teacher Education and Recruitment Chapter: S.L. 2005-276, sec. 9.3 Contact(s): Richard Thompson, Martin Lancaster, Delores Parker	

*2006-2007 Reports to
Joint Legislative Education Oversight Committee*

September 2006 (continued)

6	Due date: From: Description: Chapter: Contact(s):	September 1, 2006 (annually) State Board of Community Colleges Customized Industry Training Program S.L. 2005-276, sec. 8.4 Larry Keen	
7	Due Date: From: Description: Chapter: Contact(s)	September 1, 2006 (annually) State Board of Community Colleges Expenditures for the New and Expanding Industry Program (Modified Reporting Requirement) S.L. 1997-443, sec. 9.5, G.S. 115D-5(I), S.L. 2004-124, sec. 8.4 Larry Keen	
8	Due date: From: Description: Chapter: Contact(s):	September 15, 2006 (annually) State Board of Education High School Workforce Development Program S.L. 2004-124, sec. 7.22 Janice Davis, Elsie Leak, Carolyn White	

October 2006

9	Due Date: From: Description: Chapter: Contact(s)	October 1, 2006 (annually) NC Teacher Academy Teacher Academy Transfer S.L. 2006-66, sec. 9.17	
10	Due date: From: Description: Chapter: Contact(s):	October 1, 2006 (annually) State Board of Community Colleges Umstead Act/Community Colleges Facilities S.L. 2005-247 Kennon Briggs, Sharon Rosado	
11	Due date: From: Description: Chapter: Contact(s):	October 1, 2006 (annually) State Board of Education Schools of Education performance reports S.L. 2000-67, sec. 9.2(a) Kathy Sullivan	
12	Due date: From: Description: Chapter: Contact(s):	October 1, 2006 (annually) State Education Assistance Authority Aid to students attending private colleges S.L. 2001-424, sec. 31.1(b), 2000-67, sec. 10.3, S.L. 1999-237, sec. 10; G.S. 116-19; S.L. 1998-212, s. 11 Steve Brooks	

Studies/reports in bold are from the 2006 Session

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

October 2006 (continued)

13	Due date: From: Description: Chapter: Contact(s):	October 1, 2006 (annually) UNC Board of Governors Progress of NC Graduates Entering Primary Care Centers S.L. 1995-507, sec. 23A.5(d) Alan Mabe	
14	Due Date: From: Description: Chapter: Contact(s):	October 3, 2006 (annually) State Board of Education Impact of mentor program on retention of teachers S.L. 2001-424, sec. 28.18(b) Kathy Sullivan	
15	Due Date: From: Description: Chapter: Contact(s):	October 15, 2006 (annually) State Board of Education Special Education/Educational Performance of Children With Disabilities S.L. 2006-69	
16	Due date: From: Description: Chapter: Contact(s):	October 15, 2006 State Board of Education Mentor Teacher Funds S.L. 2005-276, sec. 7.21 Kathy Sullivan	
17	Due date: From: Description: Chapter: Contact(s):	October 15, 2006 (annually) State Board of Education & Governing Boards Evaluation of student success in cooperative innovative education programs S.L. 2005-276, sec. 7.33, S.L. 2003-277, Sec. 2 (codified as G.S. 115C-238.55) Elsie Leak, Ken Whitehurst	
18	Due date: From: Description: Chapter: Contact(s):	October 15, 2006 DPI/Dept. of Agricultural Education at NCSU Accountability Assessment for Agricultural Ed. S.L. 2004-124, sec. 7.20A Elsie Leak, Wandra Polk	
19	Due date: From: Description: Chapter: Contact(s):	October 15, 2006 (Quarterly) State Board of Community Colleges Projects funded from community college general obligation bonds S.L. 2000-3, sec. 1.2 Kennon Briggs	

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

October 2006 (continued)

20	Due date: From: Description: Chapter: Contact(s):	October 15, 2006 (annually) State Board of Education ABCs Report S.L. 1997-18, sec. 15(a), G.S. 115C-12(25) Janice Davis, Lou Fabrizio, Elsie Leak	
21	Due date: From: Description: Chapter: Contact(s):	October 15, 2006 (annually) State Board of Education Teacher Competency Assurance provisions (general knowledge test for certified staff in low-performing schools and a plan to provide certified substitutes when teachers are absent for remediation) S.L. 1997-221, sec. 3(f) Janice Davis, Lou Fabrizio, Elsie Leak	<i>Part of the ABCs Report</i>
22	Due date: From: Description: Chapter: Contact(s):	October 31, 2006 (annually) State Board of Education Expenditure of Supplemental Funds for Low-Wealth Counties S.L. 2005-276, sec. 7.60 Philip Price	
23	Due date: From: Description: Chapter: Contact(s):	October 31, 2006 (annually) State Board of Education New Accountability for the Use of Funds in the At-Risk and Improving Student Acct. Allotments S.L. 2005-276, sec. 7.61 Philip Price	

November 2006

24	Due date: From: Description: Chapter: Contact(s):	November 1, 2006 NC Community College System NCCCS BioNetwork S.L. 2006-66, sec. 8.6	
25	Due date: From: Description: Chapter: Contact(s):	November 1, 2006 (Quarterly) Community Colleges System Office Use of Funds for the College Information System Project S.L. 2006-52, sec. 7/S.L. 2006-66, sec. 8.3, S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1 Saundra Williams	

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

November 2006 (continued)

26	Due date: From: Description: Chapter: Contact(s):	November 15, 2006 Department of Public Instruction Safe Transportation for School Students S.L. 2006-206	
27	Due date: From: Description: Chapter: Contact(s):	November 15, 2006 State Board of Education Small Specialty High Schools Pilot Program S.L. 2005-276, sec. 7.52 Elsie Leak, Philip Price, Charlotte Hughes, Wandra Polk, Ken Gattis	
28	Due date: From: Description: Chapter: Contact(s):	November 15, 2006 (Annually) UNC Board of Governors Focused Growth Pilot Program S.L. 2002-126, sec. 9.9 Gretchen Bataille, Jeff Davies	

December 2006

29	Due date: From: Description: Chapter: Contact(s):	December 1, 2006 (annually) UNC Board of Governors Teacher Assistant Scholarship Fund S.L. 2006-95, sec. 2.2, S.L. 2001-424, sec. 31.5, G.S. 116-209.35 Bobby Kanoy	Change in reporting requirement (was March 1)
30	Due date: From: Description: Chapter: Contact(s):	December 1, 2006 (annually) NC Teaching Standards Commission Activities and recommendations for improving the teaching profession G.S. 115C-295.2(c) Eleanor Goettee	
31	Due date: From: Description: Chapter: Contact(s):	December 1, 2006 (annually) Department of Public Instruction Results of county school system's receipts from sale of seized vehicles and costs for administering the DWI motor vehicle forfeiture law S.L. 1998-182, sec. 38 Philip Price, Ben Matthews	

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

December 2006 (continued)

32	Due date: From: Description: Chapter: Contact(s):	December 1, 2006 (annually) State Board of Education Evaluation of initiatives to assist high-priority schs. S.L. 2001-424, sec. 29.6(d) Priscilla Maynor, Ken Gattis	
33	Due date: From: Description: Chapter: Contact(s):	December 15, 2006 (Preliminary Report) State Board of Education Funds to Implement the ABCs-Incentive Award Structure S.L. 2006-66, sec. 7.6(c)	
34	Due date: From: Description: Chapter: Contact(s):	December 15, 2006 State Board of Education Mentor Teacher Funds S.L. 2005-276, sec. 7.21 Kathy Sullivan	
35	Due date: From: Description: Chapter: Contact(s):	December 15, 2006 (annually through 2007) State Board of Education Recycling efforts of the public schools S.L. 2001-512, sec. 11 Philip Price, Ben Matthews	
36	Due date: From: Description: Chapter: Contact(s):	December 20, 2006 (annually) State Board of Community Colleges Regional program offerings in community colleges S.L. 2002-126, sec. 8.2 Delores Parker	
37	Due Date: From: Description Chapter: Contact(s)	December 30, 2006 UNC-General Administration Teacher Education Program Enrollment Plans S.L. 2006-66, sec. 9.2	
38	Due date: From: Description: Chapter: Contact(s):	December 31, 2006 (Final Report) UNC Board of Governors/SBCC Joint Study of Higher Education Strategy S.L. 2005-276, sec. 9.18, S.L. 2004-179, Part VI, HB 1264 Kennon Briggs, Martin Lancaster, Fred Williams	Changed reporting requirement

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

January 2007

39	Due date: From: Description: Chapter: Contact(s):	January 2007 (1 st Friday) (annually) Business and Education Technology Alliance Education technology in the public schools S.L. 2002-126, sec. 7.27(f)(6) Bob Bellamy, BETA	
40	Due date: From: Description: Chapter: Contact(s):	January 2007 (annually) UNC Board of Governors Teacher education programs through distance ed. S.L. 2001-424, sec. 31.7(b) Richard Thompson, Gretchen Bataille	
41	Due date: From: Description: Chapter: Contact(s):	January 1, 2007 (biennially) Commission on School Technology Modifications to the State school technology plan S.L. 1997-443, s. 8.26(b), codified as G.S. 115C-102.6B Bob Bellamy, Frances Bradburn	
42	Due date: From: Description: Chapter: Contact(s):	January 15, 2007 State Board of Education Funds to Implement the ABCs-Restructuring of the Assistance Program S.L. 2006-66, sec. 7.6(b)	
43	Due date: From: Description: Chapter: Contact(s):	January 15, 2007 Director of NC Virtual Public School Proposed Consolidation and Operating Plan S.L. 2006-66, sec. 7.16	
44	Due date: From: Description: Chapter: Contact(s):	January 15, 2007 State Board of Education Implementation of Salary Supplement for Math and Science Teachers Pilot Program S.L. 2006-66, sec. 7.21	
45	Due date: From: Description: Chapter: Contact(s):	January 15, 2007 State Board of Education Compensation of School Psychologists with National Certification S.L. 2006-66, sec. 7.22	

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

January 2007 (continued)

46	Due date: From: Description: Chapter: Contact(s):	January 15, 2007 (annually) State Board of Education Disadvantaged Student Supplemental Funding S.L. 2005-276, sec. 7.8 Philip Price	
47	Due date: From: Description: Chapter: Contact(s):	January 15, 2007 (annually) State Board of Education Disadvantaged Student Supplemental Funding S.L. 2005-276, sec. 7.8 Philip Price	
48	Due date: From: Description: Chapter: Contact(s):	January 15, 2007 (Quarterly) State Board of Community Colleges Projects funded from community college general obligation bonds S.L. 2000-3, sec. 1.2 Kennon Briggs	
49	Due date: From: Description: Chapter: Contact(s):	January 15, 2007 (annually) State Board of Education Learn and Earn High Schools S.L. 2005-276, sec. 7.32 Elsie Leak, Carolyn White	
50	Due date: From: Description: Chapter: Contact(s):	January 15, 2007 (annually) Education Cabinet Activities to create cooperative innovative education initiatives between secondary schools and higher ed. S.L. 2003-277, sec. 1, codified as G.S. 116C-4(c) Education Cabinet, JB Buxton	
51	Due date: From: Description: Chapter: Contact(s):	January 15, 2007 (biannually) State Board of Community Colleges Expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs G.S. 115D-5(j) Kennon Briggs	

***2006-2007 Reports to
Joint Legislative Education Oversight Committee***

February 2007

52	Due date: From: Description: Chapter: Contact(s):	February 1, 2007 Department of Public Instruction More At Four Program S.L. 2006-66, sec. 7.18	
53	Due date: From: Description: Chapter: Contact(s):	February 1, 2007 State Board of Community Colleges Training Needs of the Motorsports Industry S.L. 2006-, sec. 28 (HB 1723)	
54	Due date: From: Description: Chapter: Contact(s):	February 1, 2007 (Quarterly) Community Colleges System Office Use of Funds for the College Information System Project S.L. 2006-52, sec. 7/S.L. 2006-66, sec. 8.3, S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1 Saundra Williams	
55	Due date: From: Description: Chapter: Contact(s):	February 15, 2007 (annually) UNC Board of Governors Exchange of information among public schools and institutions of higher education G.S. 116-11(10a) Gretchen Bataille	

March 2007

56	Due date: From: Description: Chapter: Contact(s):	March 1, 2007 Futures for Kids, Inc./Pathways Program More At Four Program S.L. 2006-, sec. 2A (SB 198) & Money Report (Page F-5, Item 37)	
57	Due date: From: Description: Chapter: Contact(s):	March 1, 2007 (annually) UNC BOG Teacher Scholarship Funds S.L. 2005-276, sec. 9.11 Steve Brooks	

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

March 2007 (continued)

58	Due date: From: Description: Chapter: Contact(s):	March 1, 2007 (annually) State Education Assistance Authority Physical Education/Coaching Scholarship Loans S.L. 2005-276, sec. 9.31 Steve Brooks	
59	Due Date: From: Description: Chapter: Contact(s)	March 1, 2007 (annually) UNC Board of Governors Amount and use of overhead receipts for The University System S.L. 2001-424, sec. 31.14 Jeff Davies	
60	Due Date: From: Description: Chapter: Contact(s)	March 1, 2007 (annually) Office of the President, UNC Strategic Initiatives Reserve Joint Conference Comm. Report on the Cont., Expansion and Capital Budgets – 9/19/01 Jeff Davies	
61	Due date: From: Description: Chapter: Contact(s):	March 1, 2007 (annually) UNC Board of Governors Supply and demand of school administrators S.L. 2005-276, sec. 9.23, G.S. 116-74.21 Richard Thompson	
62	Due date: From: Description: Chapter: Contact(s):	March 1, 2007 (annually) State Board of Community Colleges Implementation of performance budgeting S.L. 1999-237, sec. 9.2 Keith Brown	
63	Due date: From: Description: Chapter: Contact(s):	March 15, 2007 Teaching Fellows Program Administrative Funding S.L. 2006-66, sec. 7.19	
64	Due date: From: Description: Chapter: Contact(s):	March 15, 2007 State Board of Education School Counselors and Drop-out Prevention S.L. 2006-176	

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

March 2007 (continued)

65	Due Date: From: Description Chapter: Contact(s)	March 15, 2007 (annually) State Board of Education Dropout rates S.L. 2001-424, sec. 28.30(f) Priscilla Maynor, Ken Gattis	
66	Due Date: From: Description Chapter: Contact(s)	March 31, 2007 UNC-General Administration Teacher Education Program Enrollment Plans S.L. 2006-66, sec. 9.2	
67	Due Date: From: Description Chapter: Contact(s)	March 31, 2007 NC Center for International Understanding North Carolina in the World Project S.L. 2006-66, sec. 9.3	
68	Due Date: From: Description Chapter: Contact(s)	March 31, 2007 (annually) UNC Board of Governors Decisions and directives to the special responsibility constituent institutions (UNC Management Flex.) G.S. 116-30.6 Jeff Davies	

April 2007

69	Due Date: From: Description Chapter: Contact(s)	April 1, 2007 Office of State Budget and Management Study of New and Expanding Industry Training S.L. 2006-66, sec. 8.7	
70	Due date: From: Description: Chapter: Contact(s):	April 1, 2007 (annually) (Final Report 4/1/2011) State Board of Education/State Board of Community Colleges Community colleges may train lateral entry teachers S.L. 2005-198 Kathy Sullivan, Martin Lancaster, Delores Parker	
71	Due date: From: Description: Chapter: Contact(s):	April 1, 2007 (annually) Communities in Schools Operation and effectiveness of its program S.L. 2005-276, sec. 16.3, S.L. 2003-284, Sec. 15.3(c), <i>S.L. 2001-424, sec. 24.3(c)</i>	

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

April 2007 (continued)

72	Due Date: April 15, 2007 (annually) From: State Board of Education Description: Suspensions, expulsions, and alternative placements Chapter: S.L. 2001-424, sec. 28.30(f) Contact(s): Priscilla Maynor, Ken Gattis	
73	Due date: April 15, 2007 (Quarterly) From: State Board of Community Colleges Description: Projects funded from community college general obligation bonds Chapter: S.L. 2000-3, sec. 1.2 Contact(s): Kennon Briggs	

May 2007

74	Due date: May 1, 2007 (annually) From: State Board of Education Description: Use of low-wealth funds for Level I or II students; whether counties supplanted Chapter: S.L. 2005-276, Sec. 7.6(b), 7.6(i), S.L. 2003-284, Sec. 7.6(b), 7.6(i), S.L. 2002-126, sec. 7.17(a), (Sec. 28.6(i) of S.L. 2001-424) Contact(s): Philip Price, Paul LeSieur	
75	Due date: May 1, 2007 (annually) From: State Board of Education Description: Use of small school funds for Level I or II students; whether counties supplanted Chapter: S.L. 2005-276, Sec. 7.7(e), 7.7(f), S.L. 2003-284, Sec. 7.7(e), 7.7(f), S.L. 2002-126, sec. 7.17(b), (Sec. 28.7(e) of S.L. 2001-424) Contact(s): Philip Price, Paul LeSieur	
76	Due date: May 1, 2007 (annually) From: Community Colleges System Office & Employment Security Commission Description: Expenditure of ESC training & employment funds Chapter: S.L. 1999-237, sec. 9.11 (HB 275) Contact(s): Kennon Briggs	
77	Due date: May 1, 2007 (Quarterly) From: Community Colleges System Office Description: Use of Funds for the College Information System Project Chapter: S.L. 2006-52, sec. 7/S.L. 2006-66, sec. 8.3, S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1 Contact(s): Sandra Williams	

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

June 2007

78	Due date: June 15, 2007 (biannually) From: State Board of Community Colleges Description: Expenditures from the Board Reserve Fund to be used for feasibility studies, pilot projects, and start-up of new programs Chapter: G.S. 115D-5(j) Contact(s): Kennon Briggs	
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July 2007

79	Due date: July 15, 2007 (Quarterly) From: State Board of Community Colleges Description: Projects funded from community college general obligation bonds Chapter: S.L. 2000-3, sec. 1.2 Contact(s): Kennon Briggs	
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August 2007

80	Due date: August 1, 2007 (Quarterly) From: Community Colleges System Office Description: Use of Funds for the College Information System Project Chapter: S.L. 2006-52, sec. 7/S.L. 2006-66, sec. 8.3, S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1 Contact(s): Sandra Williams	
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September 2007

81	Due date: September 2007 (biennially) From: UNC BOG Description: Continue Academic Common Market Program Chapter: S.L. 2005-276, sec. 9.24 Contact(s): Michelle Howard-Vital	
82	Due date: September 1, 2007 (annually) From: UNC/NCCCS Description: UNC/NCCCS Joint Initiative for Teacher Education and Recruitment Chapter: S.L. 2005-276, sec. 9.3 Contact(s): Richard Thompson, Martin Lancaster, Delores Parker	

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

September 2007 (continued)

83	Due date: From: Description: Chapter: Contact(s):	September 1, 2007 (annually) State Board of Community Colleges Customized Industry Training Program S.L. 2005-276, sec. 8.4 Larry Keen	
84	Due Date: From: Description: Chapter: Contact(s)	September 1, 2007 (annually) State Board of Community Colleges Expenditures for the New and Expanding Industry Program (Modified Reporting Requirement) S.L. 2004-124, sec. 8.4, S.L. 1997-443, sec. 9.5, G.S. 115D-5(I) Larry Keen	
85	Due date: From: Description: Chapter: Contact(s):	September 15, 2007 (annually) State Board of Education High School Workforce Development Program S.L. 2004-124, sec. 7.22 Janice Davis, Elsie Leak, Tony Habit	

October 2007

86	Due Date: From: Description: Chapter: Contact(s)	October 1, 2007 (annually) NC Teacher Academy Teacher Academy Transfer S.L. 2006-66, sec. 9.17	
87	Due date: From: Description: Chapter: Contact(s):	October 1, 2007 (annually) State Board of Community Colleges Umstead Act/Community Colleges Facilities S.L. 2005-247 Kennon Briggs, Sharon Rosado	
88	Due date: From: Description: Chapter: Contact(s):	October 1, 2007 (annually) State Board of Education Schools of Education performance reports S.L. 2000-67, sec. 9.2(a) Kathy Sullivan	
89	Due date: From: Description: Chapter: Contact(s):	October 1, 2007 (annually) State Education Assistance Authority Aid to students attending private colleges S.L. 2001-424, sec. 31.1(b), 2000-67, sec. 10.3, S.L. 1999-237, sec. 10; G.S. 116-19; S.L. 1998-212, s. 11 Steve Brooks	

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

October 2007 (continued)

90	Due date: From: Description: Chapter: Contact(s):	October 1, 2007 (annually) UNC Board of Governors Progress of NC Graduates Entering Primary Care Centers S.L. 1995-507, sec. 23A.5(d) Alan Mabe	
91	Due Date: From: Description: Chapter: Contact(s):	October 3, 2007 (annually) State Board of Education Impact of mentor program on retention of teachers S.L. 2001-424, sec. 28.18(b) Kathy Sullivan	
92	Due Date: From: Description: Chapter: Contact(s):	October 15, 2007 (annually) State Board of Education Special Education/Educational Performance of Children With Disabilities S.L. 2006-69	
93	Due date: From: Description: Chapter: Contact(s):	October 15, 2007 (annually) State Board of Education & Governing Boards Evaluation of student success in cooperative innovative education programs S.L. 2005-276, sec. 7.33, S.L. 2003-277, Sec. 2 (codified as G.S. 115C-238.55) Elsie Leak, Ken Whitehurst	
94	Due date: From: Description: Chapter: Contact(s):	October 15, 2007 (Quarterly) State Board of Community Colleges Projects funded from community college general obligation bonds S.L. 2000-3, sec. 1.2 Kennon Briggs	
95	Due date: From: Description: Chapter: Contact(s):	October 15, 2007 (annually) State Board of Education ABCs Report S.L. 1997-18, sec. 15(a), G.S. 115C-12(25) Janice Davis, Lou Fabrizio, Elsie Leak	
96	Due date: From: Description: Chapter: Contact(s):	October 15, 2007 (annually) State Board of Education Teacher Competency Assurance (general knowledge test for certified staff in low-performing schools) S.L. 1997-221, sec. 3(f) Janice Davis, Lou Fabrizio, Elsie Leak	<i>Part of the ABCs Report</i>

Studies/reports in bold are from the 2006 Session

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

October 2007 (continued)

97	Due date: From: Description: Chapter: Contact(s):	October 31, 2007 (annually) State Board of Education Expenditure of Supplemental Funds for Low-Wealth Counties S.L. 2005-276, sec. 7.60 Philip Price	
98	Due date: From: Description: Chapter: Contact(s):	October 31, 2007 (annually) State Board of Education New Accountability for the Use of Funds in the At-Risk and Improving Student Acct. Allotments S.L. 2005-276, sec. 7.61 Philip Price	

November 2007

99	Due date: From: Description: Chapter: Contact(s):	November 1, 2007 State Board of Education School Counselors and Drop-out Prevention S.L. 2006-176	
100	Due date: From: Description: Chapter: Contact(s):	November 1, 2007 (Quarterly) Community Colleges System Office Use of Funds for the College Information System Project S.L. 2006-52, sec. 7/S.L. 2006-66, sec. 8.3, S.L. 2005-276, sec. 8.1, S.L. 2004-124, sec. 8.1 Saundra Williams	
101	Due date: From: Description: Chapter: Contact(s):	November 15, 2007 (Annually) UNC Board of Governors Focused Growth Pilot Program S.L. 2002-126, sec. 9.9 Gretchen Bataille, Jeff Davies	

December 2007

102	Due date: From: Description: Chapter: Contact(s):	December 1, 2007 (annually) UNC Board of Governors Teacher Assistant Scholarship Fund S.L. 2006-95, sec. 2.2, S.L. 2001-424, sec. 31.5, G.S. 116-209.35 Bobby Kanoy	Change in reporting requirement (was March 1)
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**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

December 2007 (continued)

103	Due date: From: Description: Chapter: Contact(s):	December 1, 2007 (annually) NC Teaching Standards Commission Activities and recommendations for improving the teaching profession G.S. 115C-295.2(c) Eleanor Goettee	
104	Due date: From: Description: Chapter: Contact(s):	December 1, 2007 (annually) Department of Public Instruction Results of county school system's receipts from sale of seized vehicles and costs for administering the DWI motor vehicle forfeiture law S.L. 1998-182, sec. 38 Philip Price, Ben Matthews	
105	Due date: From: Description: Chapter: Contact(s):	December 1, 2007 (annually) State Board of Education Evaluation of initiatives to assist high-priority schs. S.L. 2001-424, sec. 29.6(d) Priscilla Maynor, Ken Gattis	
106	Due date: From: Description: Chapter: Contact(s):	December 15, 2007 State Board of Education LEA Assistance Program S.L. 2005-276, sec. 7.24 Elsie Leak	
107	Due date: From: Description: Chapter: Contact(s):	December 15, 2007 (final report) State Board of Education Recycling efforts of the public schools S.L. 2001-512, sec. 11 Philip Price, Ben Matthews	Committee shall recommend legislation to 2008 session to continue the reporting requirement if significant progress has not been made by January 1, 2008.
108	Due date: From: Description: Chapter: Contact(s):	December 20, 2007 (annually) State Board of Community Colleges Regional program offerings in community colleges S.L. 2002-126, sec. 8.2 Delores Parker	

***2006-2007 Reports to
Joint Legislative Education Oversight Committee***

April 2008

109	Due date: April 1, 2008 (annually) (Final Report 4/1/2011) From: State Board of Education/State Board of Community Colleges Description: Community colleges may train lateral entry teachers Chapter: S.L. 2005-198 Contact(s): Kathy Sullivan, Martin Lancaster, Delores Parker	
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May 2008

110	Due date: May 1, 2008 (biennially) From: UNC Board of Governors Description: Evaluation of distance education programs Chapter: S.L. 1998-212, sec. 11.7 Contact(s): James Sadler	
111	Due date: May 15, 2008 (biennially) From: UNC Board of Governors Description: Plans to increase mid-level Primary Health Care Providers Chapter: S.L. 1995-507 Contact(s): Alan Mabe	

June 2008

112	Due date: June 1, 2008 (annually) From: State Education Assistance Authority Description: Scholarship Administration for the State Lottery Chapter: S.L. 2005-344, HB 1023 Contact(s): Steve Brooks	
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April 2009

113	Due date: April 1, 2009(annually) (Final Report 4/1/2011) From: State Board of Education/State Board of Community Colleges Description: Community colleges may train lateral entry teachers Chapter: S.L. 2005-198 Contact(s): Kathy Sullivan, Martin Lancaster, Delores Parker	
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***2006-2007 Reports to
Joint Legislative Education Oversight Committee***

April 2010

114	Due date: From: Description: Chapter: Contact(s):	April 1, 2010 (annually) (Final Report 4/1/2011) State Board of Education/State Board of Community Colleges Community colleges may train lateral entry teachers S.L. 2005-198 Kathy Sullivan, Martin Lancaster, Delores Parker	
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April 2011

115	Due date: From: Description: Chapter: Contact(s):	April 1, 2011 (Final Report) State Board of Education/State Board of Community Colleges Community colleges may train lateral entry teachers S.L. 2005-198 Kathy Sullivan, Martin Lancaster, Delores Parker	
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**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

Reports With No Statutory Due Date

116	Due date: From: Description: Chapter: Contact(s):	Quarterly Basis Department of Public Instruction NC Wise Positions S.L. 2006-66, sec. 7.12	
117	Due date: From: Description: Chapter: Contact(s):	Prior to Implementation State Board of Education Design of Salary Supplement for Math and Science Teachers Pilot Program S.L. 2006-66, sec. 7.21	Implementation report due January 15, 2007
118	Due date: From: Description: Chapter: Contact(s):	Prior to Adoption of Proposed Changes State Board of Education Minimize Time Devoted to Standardized Tests S.L. 2005-276, sec. 7.37 Lou Fabrizio	
119	Due date: From: Description: Chapter: Contact(s):	Before implementation of proposed curriculum State Board of Education Teach Financial Literacy S.L. 2005-276, sec. 7.59 Elsie Leak	
120	Due date: From: Description: Chapter: Contact(s):	Before implementing success centers or ALPs in New Hanover County State Board of Education Alternative Learning Programs/New Hanover Board of Education S.L. 2005-446 Elsie Leak, Marvin Pittman	
121	Due date: From: Description: Chapter: Contact(s):	Annually Child Nutrition Services Section/DPI Child Nutrition Standards S.L. 2005-457 Philip Price	
122	Due date: From: Description: Chapter: Contact(s):	No Date UNC Board of Governors Actual Enrollment Increases for Fall 2005 2005 Joint Conference Committee Report – 8/8/05 Alan Mabe	

**2006-2007 Reports to
Joint Legislative Education Oversight Committee**

Reports With No Statutory Due Date (continued)

123	Due date: From: Description: Chapter: Contact(s):	Annually on compliance State Board of Education School Calendar Changes (Rate of Pay, Pay Cycles) S.L. 2004-180, HB 1464	
124	Due date: From: Description: Chapter: Contact(s):	Annually UNC Board of Governors UNC capital facilities maintenance, repairs & renovations; funding formula for R & R Account. S.L. 2000-3, secs. 1.1 & 6 Jeff Davies	
125	Due date: From: Description: Chapter: Contact(s):	No Date State Auditor ExplorNet Audit S.L. 2001-424, sec. 28.45	
126	Due date: From: Description: Chapter: Contact(s):	No Date State Education Assistance Authority Number of full-time equivalent students enrolled at certain private institutions of higher education and Legislative Tuition Grants collected by students S.L. 2003-429, HB 150 Steve Brooks	
127	Due date: From: Description: Chapter: Contact(s):	No less than 30 days before effective date State Board of Community Colleges Changes in organizational structure of The Apprenticeship program S.L. 2001-424, sec. 30.10(b) Larry Keen	
128	Due date: From: Description: Chapter: Contact(s):	No Date UNC Board of Governors Feasibility of establishing a School of Dentistry at East Carolina University S.L. 2001-424, sec. 31.10(d)	

***2006-2007 Reports to
Joint Legislative Education Oversight Committee***

Reports With No Statutory Due Date (continued)

129	Due date: From: Description: Chapter: Contact(s):	(As needed) 30 days before the regularly scheduled meeting of the Board of Governors UNC Board of Governors (New or revised) Management flexibility policies, procedures, and rules for special responsibility constituent institutions S.L. 2001-424, sec. 31.11(a), G.S. 116-40.23 Boards of Trustees	
130	Due date: From: Description: Chapter: Contact(s):	Prior to awarding contract State Board of Education Study of the current certification programs S.L. 2002-126, sec. 7.18(d) Kathy Sullivan	This requirement was changed in Sec. 7.39 of the 2003 budget bill to allow SBE to conduct the study instead of a consultant.

SALARY SUPPLEMENT FOR MATH AND SCIENCE TEACHERS PILOT PROGRAM

SECTION 7.21.(a) Funds in the amount of five hundred fifteen thousand one hundred fifteen dollars (\$515,115) are appropriated in this act for a pilot program providing for a salary supplement for newly hired teachers (as defined by the State Board of Education) of mathematics or science at the middle or high school level. The State Board of Education shall develop the pilot program and select three local school administrative units to participate in the pilot program. In selecting the units, the Board shall target low-performing local school administrative units and take geographical diversity into account. Selected local school administrative units shall use salary supplement funds for newly hired teachers at low-performing schools.

Each of the pilot units shall receive funds to provide for a salary supplement of fifteen thousand dollars (\$15,000) to up to 10 newly hired teachers at the middle or high school level who have nonprovisional certification in and are teaching in one or more of the following areas of teacher certification:

- (1) Middle grades mathematics,
- (2) Middle grades science,
- (3) Mathematics (9-12),
- (4) Science (9-12),
- (5) Earth science (9-12),
- (6) Biology (9-12),
- (7) Physics (9-12), and
- (8) Chemistry (9-12).

SECTION 7.21.(b) In accordance with G.S. 115C-325 and by way of clarification, it shall not constitute a demotion as that term is defined in G.S. 115C-325(a)(4) if:

- (1) A teacher who receives a salary supplement pursuant to subsection (a) of this section is reassigned to a school at which there is no such salary supplement;
- (2) A teacher who receives a salary supplement pursuant to subsection (a) of this section moves to a different local school administrative unit; or
- (3) A teacher receives a salary supplement pursuant to subsection (a) of this section and the salary supplement is subsequently discontinued or reduced.

SECTION 7.21.(c) Funds not needed to pay for salary supplements shall revert to the General Fund.

SECTION 7.21.(d) The State Board of Education shall report to the Joint Legislative Education Oversight Committee on the design of the pilot program prior to implementation. The State Board of Education shall report to the Joint Legislative Education Oversight Committee on the implementation of the pilot program by January 15, 2007.

Philip Price
DPI



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

TO: Senator A. B. Swindell
House Representative Douglas Yongue

A handwritten signature in dark ink, appearing to read "Howard N. Lee", is written over the "FROM" line.

FROM: Howard N. Lee, Chairman
State Board of Education

DATE: September 7, 2006

Salary Supplement for Math and Science Teachers Pilot Program

In accordance with the Salary Supplement for Math and Science Teachers Pilot Program Section 7.21 (a), of Senate Bill 1741, we are attaching the selection process for the three local education agencies (LEAS) that will be apart of the Pilot Program for the FY 06 -07. This will be presented to the State Board of Education at the meeting on September 6-7, 2006.

Should you have any other questions or concerns about the attached information, please contact us as quickly as possible.

HNL/PWP/PL/dkm

Attachment

OFFICE OF THE STATE BOARD OF EDUCATION

Howard N. Lee, Chairman | hlee@dpi.state.nc.us

6302 Mail Service Center, Raleigh, North Carolina 27699-6302 | (919) 807-3198 | Fax (919) 807-3304

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Salary Supplement for Math and Science Teachers Pilot Program

The legislation defines (Section 7.21(a) of Session Law 006-066 (SB 1741):

- Funds shall go to “newly hired” mathematics or science teachers at the middle or high school level.
- three local school administrative units will participate in the pilot program
- local school administrative units shall use salary supplement funds for newly hired teachers at low-performing schools
- salary supplement shall be fifteen thousand dollars (\$15,000)
- paid to “up to” 10 newly hired teachers at the middle or high school level
- teachers must have nonprovisional certification in and are teaching in one or more of the following areas of teacher certification:
 - Middle grades mathematics,
 - Middle grades science,
 - Mathematics (9-12),
 - Science (9-12),
 - Earth science (9-12),
 - Biology (9-12),
 - Physics (9-12), and
 - Chemistry (9-12).
- report to the Joint Legislative Education Oversight Committee on the design of the pilot program prior to implementation
- The State Board of Education shall report to the Joint Legislative Education Oversight Committee on the implementation of the pilot program by **January 15, 2007.**

The State Board will need to make 2 decisions related to the Salary Supplement:

- 1) Select three local school administrative units that are:
 - a) low-performing local school administrative units and
 - b) take geographical diversity into account
 - 2) Define “**newly hired**” teachers
-

Salary Supplement for Math and Science Teachers Pilot Program

Select three local school administrative units

Recommendation:

- Step 1: Select only local education agencies (LEAs) with a low wealth percentage (per the low wealth supplemental funding allotment) of less than 80%. This reduces eligible LEAs from 115 to 37.
- Step 2: Examine the scores on middle school math, Algebra 1, and Biology for the remaining LEAs. Select only the LEAs with a system wide proficiency score on these tests of less than 70%. This reduces eligible LEAs from 37 to 20.
- Step 3: Since the teachers must be placed in a low performing school, select only LEAs with a middle school or high school with a composite score of less than 60%. This reduces eligible LEAs from 20 to 13.
- Step 4: Of the remaining 13 eligible LEAs, identify if selected LEAs can be geographically diverse.
- Step 5: Based on this analysis, we recommend:
- Bertie County Schools
 - Columbus County Schools
 - Rockingham County Schools
-

Define “newly hired” teachers

Recommendation:

Define **newly hired** as a teacher that has not reached tenure (less than 4 years of teaching experience).

Remaining to be defined:

Rule: Only teachers in a low performing school (for this purpose, defined as having a composite score of less than 60%) with 3 or less years of teaching experience.

- What about a teacher coming to the low performing school from another state with more than 3 years of teaching experience – first time in North Carolina?
 - Allow transfers to the low performing school from another school within the LEA?
 - After the school year starts, transfers are not allowed. Resignations require a 30 day notice. Should these policies be modified for this pilot?
 - Allow transfers to the low performing school from another LEA?
 - What if a selected LEA has more than 10 teachers that qualify?
-

For Discussion at the September State Board of Education Meeting
Section 7.21(a) of Session Law 2006-66 (SB 1741)

SALARY SUPPLEMENT FOR MATH AND SCIENCE TEACHERS PILOT PROGRAM

SECTION 7.21.(a) Funds in the amount of five hundred fifteen thousand one hundred fifteen dollars (\$515,115) are appropriated in this act for a pilot program providing for a salary supplement for newly hired teachers (as defined by the State Board of Education) of mathematics or science at the middle or high school level. The State Board of Education shall develop the pilot program and select three local school administrative units to participate in the pilot program. In selecting the units, the Board shall target low-performing local school administrative units and take geographical diversity into account. Selected local school administrative units shall use salary supplement funds for newly hired teachers at low-performing schools. Each of the pilot units shall receive funds to provide for a salary supplement of fifteen thousand dollars (\$15,000) to up to 10 newly hired teachers at the middle or high school level who have non-provisional certification in and are teaching in one or more of the following areas of teacher certification:

- (1) Middle grades mathematics,
- (2) Middle grades science,
- (3) Mathematics (9-12),
- (4) Science (9-12),
- (5) Earth science (9-12),
- (6) Biology (9-12),
- (7) Physics (9-12), and
- (8) Chemistry (9-12).

SECTION 7.21.(b) In accordance with G.S. 115C-325 and by way of clarification, it shall not constitute a demotion as that term is defined in

G.S. 115C-325(a)(4) if: (1) A teacher who receives a salary supplement pursuant to subsection (a) of this section is reassigned to a school at which there is no such salary supplement; (2) A teacher who receives a salary supplement pursuant to subsection (a) of this section moves to a different local school administrative unit; or (3) A teacher receives a salary supplement pursuant to subsection (a) of this section and the salary supplement is subsequently discontinued or reduced.

SECTION 7.21.(c) Funds not needed to pay for salary supplements shall revert to the General Fund.

SECTION 7.21.(d) The State Board of Education shall report to the Joint Legislative Education Oversight Committee on the design of the pilot program prior to implementation. The State Board of Education shall report to the Joint Legislative Education Oversight Committee on the implementation of the pilot program by January 15, 2007.

Region 1 - Northeast
Bertie County Schools

Region 3 - Central
Rockingham County Schools

Region 4 – South Central Columbus County Schools

NC WISE Facts

Wave Two officially begins for nine Local Education Agencies (LEAs) and 24 charter schools in mid to late October (pending the signing of the contract).

Wave Two has five cohorts waiting for conversion this year which represents 266 schools from the nine LEAs and 24 charter schools and will represent an additional 146,377 student records added to NC WISE.

Wave 2 Plan

Cohort #1	# Schools
Watauga	9
Summit Charter	1
Evergreen Community Charter	1
Millennium Charter Academy	1
16 Charter Schools	16

Cohort #4	# Schools
Duplin	15
Aparahoe Charter School	1
Vance Charter	1
Edenton / Chowan	4

Cohort #2	# Schools
Guilford County Schools	110

Cohort #5	# Schools
Cabarrus County	29
Downtown Middle	1
Davie County	9
Thomasville City Schools	4

Cohort #3	# Schools
Gaston	53
Highland Charter	1
Yancey	9
Grandfather Academy	1

Summary of NC WISE Statistics

Wave	# of LEAs	# of Charters	# of Schools	# of Students
Wave 1 and Pilots	40	26	757	617,000**
Wave 2	9	24	266	146,337*
Charlotte/Mecklenburg	1		142	116,910*
Wake County	1		140	113,417*
Wave 3	64	50		441,811*
Total at end of 07-08 school year	115	100		1,435,475

* 2005 Final Membership used

** Actual active, enrolled and scheduled student records

Total # of students for FY 07-08 reflects FY 2006-07 allotted ADM

3 Plus - Strengths

- Achieved a stable environment -consistently up and running.
- Improved visibility and understanding of our product - removed the middleman and working directly with the source code vendor
- Improving customer satisfaction.

3 Minus/Areas for Improvement

- Scaled back size of Wave 2 Deployment, taking baby steps as we start a new deployment vendor relationship.
- Getting the vendor to step up with enhancements and support. Staffing up to replace integrator.
- Need to be even more client focused (not yet where we want to be).

TURNAROUND PLAN FOR PRIORITY HIGH SCHOOLS

Turnaround Assessment Teams

In April and May of 2006, 22 Turnaround Assessment Teams were fielded to assist the remaining 22 of the original 44 high schools identified as priority high schools and to identify key findings for action. From data collected during this process both commonly held needs and site specific needs were identified. Commonly held needs are addressed within this plan, and site specific needs are identified in the Turnaround Assessment Teams reports on each individual high school. Each school will receive a process variation analysis of its data as part of its individual report.

Based on the 2006 End-of-Course composites scores any of the original 44 schools identified a priority high school which fails to achieve an End-of-Course composite score of 60 % will be expected to meet all criteria outlined below in this document.

Framework for Immediate Action/ Leadership Facilitator

To address student achievement a plan, the **Framework for Immediate Action**, must be developed to govern the work of the school for the 2006-07 school year.

Framework for Action Components:

- Plan for 9th grade transition
- Plan for formative assessment
- Plan for assistance to struggling students
- Plan for identifying and addressing literacy issues and needs
- Plan professional development based on student achievement data
- Plan for reviewing all school processes and procedures to ensure that they are structured to help all students achieve proficiency
- Process for involving the total school community in addressing the needs of the school
- Process for establishing a Professional Learning Community
- Process for determining whether the school will redesign or reform.

continued on next page

Turnaround Plan for High Schools

Page 2

To monitor the development and implementation of the Framework for Immediate Action each school will be assigned a leadership facilitator with the following oversight responsibilities:

- Ensure that a Framework for Immediate Action to address needs of students is immediately in place.
- Ensure there are clear actions steps that will result in implementation of the plan.
- Monitor the implementation of the plan and resulting student outcomes.
- Provide support through brokering services and counsel.
- Assist in developing a technology plan that supports 21st century teaching and learning.
- Work with district leadership to remove barriers to school success and to build the capacity for sustained improvement (i.e., policy issues, resource allocation, personnel decisions, and professional development.)
- Review Teacher Working Conditions Survey, Turnaround Assessment Team report and other data as indicators of school needs.

Professional Development for School Leadership in 21st Century

The Principals' Executive Program (PEP) and The Kenan Flagler School of Business will develop affinity group professional development for school leadership that complements the DPI plan for the schools targeted to increasing student achievement.

- There will be training sessions spread across the 2005-06 school year beginning with two weeks of summer training in July and August. First session for first affinity groups will begin July 18-21, 2006. Principals and additional persons from each school will be expected to participate.
- Schools will utilize data received from financial use audit for planning purpose.

continued on next page

Turnaround Plan for High Schools

Page 3

Professional Development for Teachers

Training for teachers in content, methodology, interpersonal relationships, and use of technology to support 21st century teaching and learning will be offered. The Department of Public Instruction and districts will partner with entities whose resources and programs enrich professional development opportunities.

- Training will be provided to initiate professional learning communities.
 - Additional training will be based on analysis of data for each school.
 - Training will be coordinated by DPI professional development curriculum specialists, appropriate partners, and district personnel.
-

School Reform and Redesign

The schools will be required to affiliate with a research-based high school redesign effort which will lead to substantive reform. Schools will be required to establish a professional learning community. The leadership facilitator will support the principal to lead the planning for substantive change and in the development of a professional learning community.

District and State Leadership for School Improvement

Success of a high school is the responsibility of the LEA which establishes the policies and resources governing school operation. The State Board of Education and State Superintendent will work with the local boards and superintendent to

- Review policies and statutes that impede student achievement
- Establish a sense of urgency for immediate school improvement
- Obtain the commitment of local education and community leaders
- Establish accountability for local superintendent and Board of Education
- Leverage partners for support (i.e., New Schools Project, PEP, Kenan-Flagler School of Business, Model Teacher Consortium, Teacher Academy, etc.)

Disadvantaged Student Supplemental Funding (DSSF) Basics

Purpose: Funds are intended to increase the capacity of local school administrative agencies (LEAs) to meet the needs of disadvantaged students.

Process: Funds must be used to implement a plan jointly developed by the unit and the LEA Assistance Program team. The plan must address how funds will be used in conjunction with other supplemental funds, such as Low Wealth, At-Risk, Small County, Improving Student Accountability, and funds for children with limited english proficiency (LEP) and children with disabilities.

Methods: Funds may be used only to:

- (1) Provide instructional positions or instructional support positions and/or professional development;
- (2) Provide intensive in school and/or after school remediation;
- (3) Purchase diagnostic software and progress monitoring tools; and/or
- (4) Provide funds for teacher bonuses and supplements.

Disadvantaged Student Supplemental Funding (DSSF) Allotment History

Fiscal Year	Total Allotment	
2004-05	\$22,464,250	(1)
2005-06	\$22,798,250	(2)
2006-07	\$49,800,920	(3)

Notes:

(1) The General Assembly did not appropriate funds for DSSF in FY 2004-05. The Governor directed through executive order that funds be allotted to the initial sixteen pilot LEAs.

(2) The initial DSSF appropriation was allotted only to the original sixteen pilot LEAs and charter schools in those LEAs.

(3) The General Assembly increased the DSSF appropriation by \$27,002,670. Per section 7.10 of S.L. 2006-66, the original pilot LEAs receive the same allotments as in prior years, while all other LEAs receive amounts based in part on county wealth.

Disadvantaged Student Supplemental Funding (DSSF) Allocation Formula

From S.L. 2006-66:

DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING

SECTION 7.10. Section 7.8 of S.L. 2005-276 is amended by adding a new subsection to read:

SECTION 7.8.(c) Beginning in the 2006-2007 fiscal year, funds appropriated to a local education agency (LEA) for disadvantaged student supplemental funding (DSSF) shall be allotted based on: (i) the LEA's eligible DSSF population and (ii) the difference between a teacher-to-student ratio of 1:21 and the following teacher-to-student ratios:

(1) For counties with wealth greater than ninety percent (90%) of the statewide average, a ratio of 1:20.5;

(2) For counties with wealth not less than eighty percent (80%) and not greater than ninety percent (90%) of the statewide average, a ratio of 1:20;

(3) For counties with wealth less than eighty percent (80%) of the statewide average, a ratio of 1:19.5; and

(4) For LEAs receiving DSSF funds in 2005-2006, a ratio of 1:16. These LEAs shall receive no less than the DSSF amount allotted in 2005-2006.

For the purpose of this subsection, wealth shall be calculated under the low-wealth supplemental formula.

Initial Pilot LEAs

Edgecombe County
Elizabeth City/Pasquotank
Franklin County
Halifax County
Hertford County
Hoke County
Hyde County
Lexington City

Montgomery County
Northampton County
Robeson County
Thomasville City
Vance County
Warren County
Washington County
Weldon City

Evaluation of the North Carolina Disadvantaged Student Supplemental Fund Pilot Program: An Update

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Professor

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October 10, 2006

The Disadvantaged Student Supplemental Fund: Pilot Program

Overarching Goal:

- to increase learning and performance by disadvantaged students

Enabling Goals:

- to attract and retain qualified, competent teachers
- to ensure effective principals
- to provide individualized instruction to students at risk of school failure

The Disadvantaged Student Supplemental Fund: Pilot Program

Three Mandated Strategies

1. Recruiting and retaining teachers,
2. Focused class size reduction, and
3. Personalized education plan development and implementation

Evaluation Objectives:

1. Estimate overall effects of DSSF funding on performance of students in pilot districts, especially academically disadvantaged students
2. Estimate effects of specific strategies on performance of students in pilot districts, especially academically disadvantaged students
3. Explain why effects occurred or failed to occur
4. Assess LEAAP Team performance

Assessment of Implementation of the DSSF Pilot Program: Expenditure Analysis

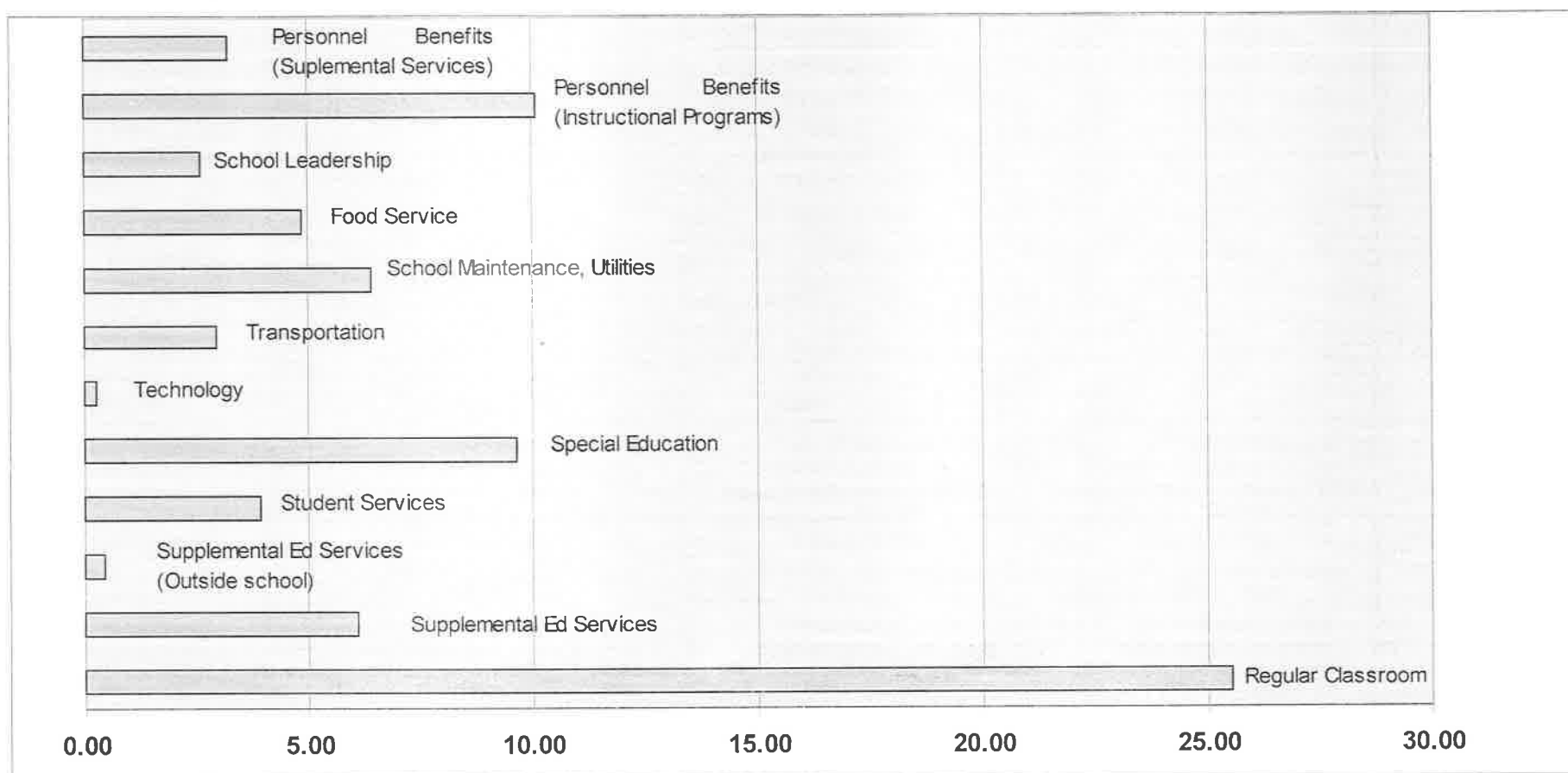
□ Activities to Date

■ Expenditures categorized into Policy-Relevant Categories and Sub-categories

- Regular Classroom
 - Teacher base salaries, local supplements, fringe benefits, etc.
- Supplemental educational services
 - Non-classroom teachers, bonuses, professional development, etc
- Supplemental educational services outside school day/ year
 - After/ before school, summer school, Saturday school
- Guidance and psychological services
 - Counselor salaries, professional development, health
- Special education
 - Teacher base salaries, bonuses, professional development, etc
- Technology
 - Hardware, software, support
- Transportation
- School Maintenance, Utilities, Food Service
- School leadership
- Administration
- Other

■ Expenditures categorized by source, including DSSF, Low Wealth, etc.

Percentage of Total Expenditures by Category (Preliminary Allocations 2004-05)



Assessment of Implementation of the DSSF Pilot Program

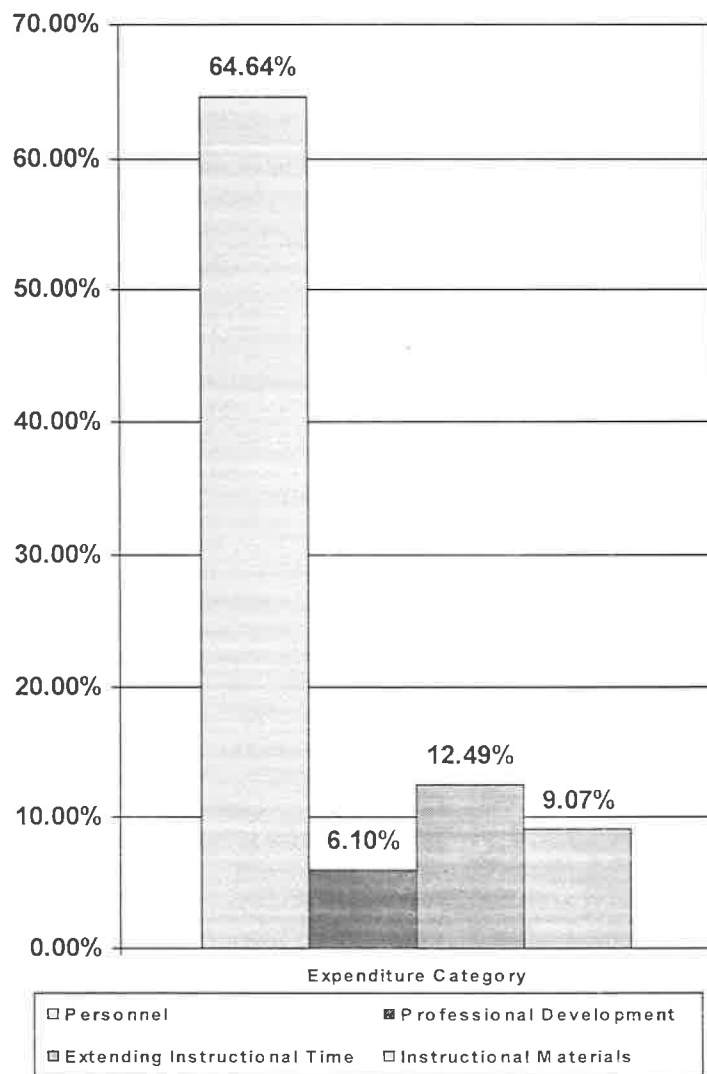
- Activities to Date
 - District (17 total interviews)
 - Principal (48 total interviews)
 - Teacher focus groups (62 total focus groups)

Assessment of Implementation of the DSSF Pilot Program

- Problems and Primary Strategies funded by DSSF Districts:
 - **Teacher turnover:** Strategies included salary incentives, class size reduction, increased professional development, mentoring programs, cultural adjustment programs for new teachers, increased technology Curriculum Resource Teachers, and teacher assistants.
 - **Low test scores:** Strategies included modifications to school days in order to provide more instructional time including extended school days, after-school programs, pulling students out for tutoring, Saturday academies, and ninth-grade academies
 - **High drop out rates:** Strategies included performance-based bonuses, credit recovery, interventions by social workers, ninth-grade academies, and HS drop out counselors.
 - **High turnover in leadership:** Not listed on Menu of Options, however, strategies included both performance-based bonuses, retention bonuses, professional development, and developing administrators from current NC teachers.

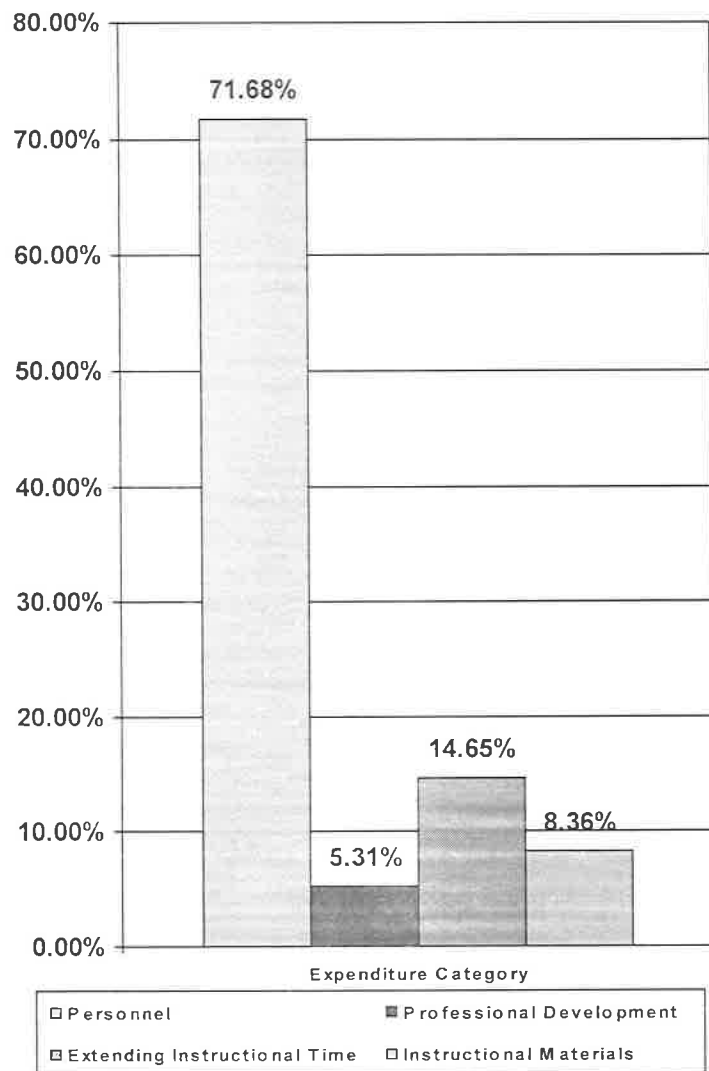
Year 1 (2004-2005) DSSF Expenditures

\$22,360,504 and Examples of Purposes



- Personnel
 - Bonuses (signing, retention, recruitment, performance)
 - Class size reduction
- Prof. Development
 - Best Practices Training
 - Tuition Reimbursement
- Extending Instructional Time
 - After-school programs
 - Tutorial services
- Instructional Materials
 - Technology (computers, software, learning labs)
 - Materials (books, lab equipment)

Year 2 (2005-2006) Proposed DSSF Expenditures \$22,484,581 and Examples of Purposes



- Personnel
 - Bonuses (signing, retention, recruitment, performance)
 - Class size reduction
- Prof. Development
 - Best Practices Training
 - Tuition Reimbursement
- Extending Instructional Time
 - After-school programs
 - Tutorial services
- Instructional Materials
 - Technology (computers, software, learning labs)
 - Materials (books, lab equipment)

Evaluation of Student Performance in DSSF Districts

□ Activities to Date

1. Acquired multiple data sets for 2004-05 from DPI
2. Anticipating data multiple data sets for 2005-06 from DPI
3. Transformed data into a format suitable and matched for analysis
4. Primary challenge is matching students with their teachers in grades where EOG exams or courses where EOC exams are given

■ Progress on Matching

1. Approximately 45% of teachers in state teach classes where EOG or EOC exams are given
2. Approximately 93% of teachers listed as teaching grades or courses where EOG and EOC are given have been matched to individual students

Next Steps for DSSF Evaluation

Report to Joint Legislative Education Oversight Committee, State Board of Education and Department of Public Instruction

- January 2007

- 1. Trends in Student Performance

- Schools within the 16 pilot districts (overall and academically disadvantaged, economically disadvantaged and racial/ethnic minorities)
 - Compared with similar schools in state and similar students

- 2. Teacher and principal quality indicators

- Educators within 16 pilot districts
 - Compared to similar educators in similar districts and schools
 - Examples of indicators:
 - 1. Percentage of students taught by national board certified teachers
 - 2. Percentage of students taking EOC tests taught by teachers with less than 3 years of experience
 - 3. Percentage of academically disadvantaged students taking EOC tests taught by teachers teaching "out-of-field"

- 3. Analysis of 2004-2005 & 2005-2006 implementation, including LEAAP team assistance

- Spring & Summer 2007: The Effects of DSSF Funding on High School and Middle School Student Performance

Plan for evaluating the full funding of DSSF and Low Wealth Program

REPORT to the JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

LEA Assistance Program

Participating Districts

- | | |
|------------------|--------------------|
| ▪ Edgecombe | ▪ Northampton |
| ▪ Franklin | ▪ Pasquotank |
| ▪ Halifax | ▪ Robeson |
| ▪ Hertford | ▪ Thomasville City |
| ▪ Hoke | ▪ Vance |
| ▪ Hyde | ▪ Warren |
| ▪ Lexington City | ▪ Washington |
| ▪ Montgomery | ▪ Weldon City |

Tenure of Program

- 2004-05 – First year of pilot
 - 2005-06 – Second and final year of pilot
- Formal evaluation of program in process

Strengths/Benefits of the Program

- Disadvantaged Student Supplemental Funding (DSSF) provided additional resources to districts that demonstrated a need for such.
- District has to establish a local team to work directly with its assigned LEA Assistance Program (LEAAP) team.
- The charge to these districts was very clear: Use these additional resources to improve student academic performance.
- Districts are required to develop and submit Action Plans (based on data and containing measurable goals and objectives) and a Budget Plan to the State Board of Education for approval prior to receiving the designated funds.
- A slate of researched-based strategies were provided by the State Board of Education.
- LEAAP team members were available to provide support and guidance.
- Quarterly meetings, including the local and LEAAP team members, were held to share best practices, to problem-solve, and to network.
- Change in attitudes and level of cooperation from the local teams as time progressed.
- Attention given to the Teacher Working Conditions Survey to enhance teacher retention.
- Best practices that will be shared statewide.
- Selected local staff were trained to use EVAAS (Education Value Added Assessment System).

Challenges/Barriers

- The short turnaround time between funds becoming available and getting plans approved by the State Board (first year).
- Lack of specific accountability for the districts.
- Insufficient funds to adequately prepare the LEAAP team member for their specific roles and responsibilities.
- Persistent high turnover rates among teachers and school administrators in these districts.
- Lack of a well-defined effective district assistance model in the literature.
- The number of districts requiring assistance (16 Leandro, 43 NCLB).
- Eleven of the high schools in the turnaround program are located in these districts.
- The number of districts requiring assistance under NCLB will increase annually until all 115 are so designated.

BEYOND THE LEGISLATIVE REPORT OF MAY 2006

Efforts to Continue to Refine and Improve the Process

- Approval of a District Assistance Policy by the State Board of Education.
- Consolidation of Assistance Budget by the Finance staff to better serve all assistance needs.
- Addition of two-weeks of training for LEAAP team members.
- Emphasis on data-driven decisions (conducted two data work sessions with districts to determine data trends and targets for Action Plans using the data provided by EVAAS and the State's Accountability System).
- Inclusion of a professional development plan that is aligned to the Action and Budget Plans.
- Addition of a Monitoring Team to make onsite visits to the districts to conference with the local and LEAAP team members and to monitor the implementation of the Action Plans.

Changing Leadership

- During 2004-05, district superintendents remained constant.
- During 2005-06, two districts had a change in superintendents (Northampton and Weldon City).
- During 2006-07, seven districts have a change in superintendents (Edgecombe, Halifax, Hertford, Hoke, Hyde, Montgomery and Robeson). So far these have been positive changes.

Preliminary Report on Outcomes from the Districts

	<u>2004-05</u>	<u>2005-06</u>	<u>Both years</u>
Decrease in Teacher Turnover	8	8	2
Decrease in Dropout Rate	4	unknown	
Increase in Graduation Rate	5	11	

The Formal Evaluation Process

- The Evaluation Team is led by Dr. Gary Henry formerly of the University of Georgia.
- Work began in the 2005-06 school year to shape the process and the components to be addressed.
- The Team Leader presented a status report and some preliminary findings to some of the Department leaders earlier this year.
- The Evaluation Team is continuing to gather data through interviews with local personnel and the examination of various data sources.
- The complete report should be ready for submission in December 2006.

District Assistance Program for 2006-07

- Continuing support for the 16 Leandro districts.
- Provide abbreviated support to the 62+ districts moving into NCLB district improvement.
- Assign a LEAAP team to the ten districts moving into Corrective Action under NCLB and having the poorest AYP record.

Disadvantaged Students Supplemental Funding (DSSF)
Menu of Required Strategies for 2005-06

Directions: Each of the identified LEAs will complete and submit to the State Board of Education an Action Plan and an accompanying Budget Plan no later than **July 5, 2005**. These documents should reflect the strategies being implemented and how the DSSF received will be used to support the identified strategies. All selected strategies should focus on improving the performance of students scoring at Levels I and/or II in the schools that need extra support because of high teacher turnover, large numbers of students who haven't reached proficiency, a record of less than adequate performance, rapid turnover in principals, etc. Local boards of education should approve the plans prior to submission to the State Board. Plans should be read and approved at the August 2005 State Board Meeting.

I. The LEA Plans should address the following areas:

- Recruiting and retaining teachers (using the Teacher Working Conditions (TWC) Survey as a tool)
- Focused class size reduction
- Personalized Education Plan (PEP) development and implementation

II. Menu of required strategies from which LEAS may select:

A. Data-Driven Decision Making

- Needs Assessment based on LEA data sources
- Educational Value-Added Assessment System (EVAAS)

B. Recruiting and Retaining Teachers *(If low wealth is fully funded, LEAs may use low wealth funding to support this item; otherwise, 35% or less of the total DSS funding may be used). Generic across the board bonuses will not be acceptable.*

- Teacher Supplements
- Signing bonuses
- Performance-based bonuses for special groups of teachers (i.e., teachers of 3rd graders move the greatest percentage of their students one or more achievement levels)
- Implementing a job fair for recruiting purposes
- Administering the Teacher Working Conditions Survey and using the feedback results

C. Personnel

- Class size reduction for a specific or grade-level subject
- Support for beginning or lateral entry teachers
- Support for special instructional programs (i.e., Project Achieve, Learning Bridges, Positive Behavior Support, Schools Attuned, *IMPACT*, etc.)

D. Professional Development Activities

- Research-Based and Best Practices (in-school and after-school programming)
- The Culture of Poverty
- Cultural Competence
- Developing and Refining Personalized Education Plans (PEPs)
- Test-Item Writing Skills
- EVAAS training

- E. Implementing Personalized Education Plans (PEPs)
 - Implement the PEPs prepared for incoming 9th graders
 - Implement PEPs for 10th graders scoring at Level I and/or II
- F. Extending Instructional Time
 - Tutorial Programs
 - Transportation and other related costs for after-school programs, Saturday Academies and/or summer programs
- G. Instructional Materials, Supplies and Equipment (resources that are aligned to the delivery and assessment of the instructional program)

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: HSP-C-028

Policy Title: District Assistance Program

Current Policy Date: 07/06/2006

Other Historical Information: None

Statutory Reference: Session Law 2005-276, Senate Bill 622

Administrative Procedures Act (APA) Reference Number and Category:

The District Assistance Program is designed to provide varying degrees of support, guidance and services to LEAs. The level of services is determined by their performance in the ABCs of Public Education and/or No Child Left Behind Act (NCLB). The primary aims are to improve student academic performance and to build internal capacity in the central office and school leadership for positive change and continual growth. Services and assistance provided to LEAs by the Department of Public Instruction (DPI) will be extended and reinforced by (a) encouraging and promoting the partnering of LEAs to share best practices, programs and strategies; (b) clustering LEAs located in close proximity that have similar needs and demographics; and (c) calling upon partners such as the Center for School Leadership Development, the School of Mathematics and Science, and the Teacher Academy. The number of districts served will depend on the availability of resources.

I. Criteria for selecting Districts and schools to receive assistance

Eligibility Criteria:

First Priority

- a. Federal: LEAs entering corrective action and having the greatest percentage of schools in Title I corrective action.
- b. State: LEAs with ABC composites in the bottom 20% (23 LEAs) when ranked according to all LEAs.

Second Priority

- a. Federal: LEAs entering corrective action with the second greatest percentage of schools in Title I corrective action or in school improvement for two or more years
- b. State: LEAs having ABC composites in the second set of 23 LEAs (24-46) from the bottom when ranked according to all LEAs.

Third Priority

- a. Federal: Title I LEAs in year one or two of district improvement with the greatest percentage of schools in Title I school improvement.
- b. State: LEAs with ABC composites in the third set of 23 LEAs (47-69) from the bottom when ranked according to all LEAs.

II. District assistance tiers

A. Tier 1 – Guided Assistance

- Districts that meet the first priority criteria.
- State Board of Education designates these districts for service.
- LEA Assistance Team Members will provide the core service.
- Non-negotiable: The participation of a local leadership team (local board chair, superintendent, instructional supervisor, Title I director, EC director, ESL coordinator, personnel director and testing coordinator) which may also include principals.
- Roles assigned to participate as members of the Local Team may vary based on the organization of a district's central office.

B. Tier 2 – Collaborative Assistance

- Districts that meet the second or third priority criteria.
- District may request assistance as a voluntary act.
- State Board has discretion to designate assistance when it isn't requested by the LEA.
- The Department staff and other external partners will be the service providers.

C. Tier 3 – Consultative Assistance

- Districts that meet the second or third priority criteria.
- Districts having the internal capacity to develop, implement, and monitor a plan to address their specific academic needs.
- District may request assistance as a voluntary act.
- DPI staff member or other party will be designated to serve as point person to broker the assistance process.

III. Measurable goals and objectives of the District Assistance Program

- An increase in the number of NCLB targets met.
- An increase in the performance of each subgroup.
- An increase in the number of students scoring at achievement Levels III and IV.
- Other objectives:

- Assist the central office to support schools more effectively, efficiently, and equitably so that all schools are on track to make state and federal accountability goals.
- Assist the LEA in making data-driven decisions to improve student achievement.
- Provide the support and guidance needed to complete an intervention plan with short-range goals and to consider long-range goals.
- Increase the LEA's own capacity to achieve continual district-wide student academic growth over time for all student subgroups.
- Monitor the progress of the LEA during the implementation of the intervention plan or other support activities.

IV. Professional Growth

- Regional and in-district sharing sessions
- Leadership training for principals
- Training sessions for Local Leadership Teams
- Curricular and instructional sessions for core teachers
- Training for the LEA Assistance Team members
- Other training as needs dictate

V. Monitoring and Accountability

- Execution of an intervention plan focused on improving academic growth for all students and the achievement of subgroups that are below proficiency.
- Monthly progress reports collaboratively completed and submitted by the local and LEAAP teams or by the districts if receiving Collaborative or Consultative help.
- Monitoring visits will be conducted by the LEAAP Review Team and DPI staff.
- Periodic progress reports will be provided for the State Board of Education.
- Selected superintendents will be asked to share with the State Board their districts' progress or concerns.
- Progress will be determined by the results demonstrated on the measurable goals and objectives are assessed.

§ 115C-84.2. School calendar.

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

- (1) A minimum of 180 days and 1,000 hours of instruction covering at least nine calendar months. The local board shall designate when the 180 instructional days shall occur. The number of instructional hours in an instructional day may vary according to local board policy and does not have to be uniform among the schools in the administrative unit. Local boards may approve school improvement plans that include days with varying amounts of instructional time. If school is closed early due to inclement weather, the day and the scheduled amount of instructional hours may count towards the required minimum to the extent allowed by State Board policy. The school calendar shall include a plan for making up days and instructional hours missed when schools are not opened due to inclement weather.
- (1a) Repealed by Session Laws 2004-180, s. 1, effective August 9, 2004.
- (2) A minimum of 10 annual vacation leave days.
- (3) The same or an equivalent number of legal holidays occurring within the school calendar as those designated by the State Personnel Commission for State employees.
- (4) Five days, as designated by the local board, for use as teacher workdays. These days shall be protected to allow teachers to complete instructional and classroom administrative duties. The local school administrative unit shall not impose any additional tasks on these days. The local board shall schedule one of these days at the beginning of the school year and one at the end of each academic quarter.
- (5) The remaining days scheduled by the local board in consultation with each school's principal for use as teacher workdays, additional instructional days, or other lawful purposes. Before consulting with the local board, each principal shall work with the school improvement team to determine the days to be scheduled and the purposes for which they should be scheduled. Days may be scheduled and planned for different purposes for different personnel and there is no requirement to schedule the same dates for all personnel. In order to make up days for school closing because of inclement weather, the local board may designate any of the days in this subdivision as additional make-up days to be scheduled after the last day of student attendance.

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

Local boards shall designate at least seven days scheduled under subdivisions (4) and (5) of this subsection as days on which teachers may take accumulated vacation

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

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

- (1) The total number of teacher workdays for teachers employed for a 10 month term shall not exceed 195 days.
- (2) The calendar shall include at least 42 consecutive days when teacher attendance is not required unless: (i) the school is a year-round school; or (ii) the teacher is employed for a term in excess of 10 months. At the request of the local board of education or of the principal of a school, a teacher may elect to work on one of the 42 days when teacher attendance is not required in lieu of another scheduled workday.
- (3) School shall not be held on Sundays.
- (4) Veterans Day shall be a holiday for all public school personnel and for all students enrolled in the public schools.

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

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

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

subsection. The waiver requests for educational purposes shall not be used to accommodate system-wide class scheduling preferences.

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

(e) Nothing in this section prohibits a local board of education from offering supplemental or additional educational programs or activities outside the calendar adopted under this section. (1997-443, s. 8.38(c); 1998-212, s. 9.18(b); 1999-373, s. 1; 1999-463, Ex. Sess., s. 7A; 2003-8, s. 1; 2003-131, s. 1; 2004-180, s. 1; 2004-203, s. 44.)

New Calendar Law Effects/Problems
Presented by Leanne E. Winner
Director of Governmental Relations
North Carolina School Boards Association
Presented to Joint Legislative Education Oversight Meeting
October 11, 2006

- *Issue 1: Loss of Teacher Workdays/Staff Development*
 - The new law eliminated 5 of the original 20 teacher workdays and required that 5 of the remaining 15 be at specific times and could not be used for staff development.
 - The impact:
 - Fewer opportunities for staff development
 - Eliminates possible inclement weather make up days
 - With fewer breaks throughout the year there was:
 - An increase in discipline problems during long stretches with out a break
 - A decrease in teacher moral
- *Issue 2: Exam Schedule*
 - 80% of the high schools are now on block scheduling
 - EOC exams, which used to be before the winter break, are now in January
 - Negative impact on exam scores
- *Issue 3: Correlation with Higher Education Calendar*
 - The school calendar is no longer aligned with the community college and universities.
 - This is a significant issue in the spring semester when the higher education courses have started and the high school first semester does not end until several weeks later.
 - Fewer students are able to dually enroll.
 - While block scheduling allows a student to complete all required courses after first semester senior year and graduate, the calendar now precludes them from being able to go on to college in the spring.
- *Issue 4: Discipline*
 - An increase in discipline problems during long stretches without a break
 - An increase in discipline issues after Memorial Day
- *Issue 5: AP/IB Exams*
 - The test dates for these exams are determined nationally. Students enrolled in these classes now take the exam with three weeks less instruction.
- *Issue 6: Prepayment of Services*
 - The new law requires that teachers be paid for the entire month of August. This means that teachers are being pre-paid for work that will not be completed until June.

- This has created teacher morale issues when they will not receive a paycheck for the last three weeks worth of work during the time it was completed.
- Collecting the pre-paid funds from a teacher that leaves before completing the service is an issue.
- *Issue 7: Inclement Weather*
 - The new calendar law limits the number of days that can be scheduled as inclement weather days.
 - This increases the likelihood of unpopular days like Wednesday before Thanksgiving, spring break and Saturdays must be used as make-up days.
- *Issue 8: Athletics*
 - The schedule for fall athletics has not changed to coincide with the new school calendar. Practices begin before school starts with football practice starting August 1.
 - Most schools had played 2 football games before August 25.
 - The financial impact still is unclear.
 - More athletes are missing early August practice, which raises a fairness question in some instances as to which players should get to play.
- *Issue 9: Burden on the Retirement System*
 - In previous years, some teachers would retire in June and others in July. An employee cannot retire in a month in which they work. With school now going into June, if a teacher wants to finish the school years then they cannot retire until July.
 - The Retirement Division recorded the largest number of retirees for a single month in July, 2005.
- *Issue 10: Loss of Local Decision Making Authority*

In a July, 2006, survey of school board members, 98% of those responding stated that this law should be repealed.

NewsBank InfoWeb

The News & Observer

News & Observer, The (Raleigh, NC)

January 2, 2006

Column: Point of View

The homework that ate Christmas break

Author: Richard Krawiec

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HOLIDAY

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Article Text:

RALEIGH--It has already been a long school year for my eighth-grader. Good, but long. He likes his teachers, he's excited about what he's learning, but it has been a year full of so much homework, he has shown signs of burnout.

I'd already had to stop his music lessons, cut back on his after-school sports, eliminate family game time, prohibit him from visiting with friends, playing on the computer or watching TV during the school week -- because there simply wasn't time for him to do anything he wanted. We'd had to cut back our family holiday rituals this past month from 45 minutes a night to 15, so he would have time to finish his schoolwork.

He spent so much time on his studies every night he rarely had even an hour for himself. There were days this past semester when he had as little as 15 minutes to relax before he had to go to bed. I know. I timed him. In one course alone he had 42 graded assignments the first quarter of the year. That's just in one course. Where the teacher, who had about 140 students, found the time to correct close to 6,000 assignments in the first 45 days of school, I have no idea.

@* @* @*

So I was really looking forward to Christmas vacation, when my child could finally get a break, recharge his batteries, relax, play, be a kid again. Truth be told, I was looking forward to getting a little more free time for myself, too. I was exhausted from completing the "assignments" of my own two jobs, cooking meals every day, cleaning the house, doing laundry, squeezing in time to write and trying to check over my son's homework -- which, to be honest, I simply did not have the time or energy to do as

thoroughly as I desired. A break for him, would be a break for me, too.

When vacation started, the Friday before Christmas, I asked my son if he wanted to help me bake cookies for the neighbors, an activity we enjoyed doing together every year. "I can't," he said, "I really should get some of this homework done."

"Homework?" I asked, amazed. "On vacation?"

I looked over my son's assignments. He had to read a 300-page book and write a comprehensive thesis essay on it. He had algebra problems to complete. He was assigned to read scores of pages in one of those textbooks that are so dense and boring each page reads as slowly as four pages in a regular book.

Given the speed at which my child reads, writes and computes, I estimated that he had a good 25-30 hours of work to look forward to on his "vacation."

It's no wonder, I thought, that an increasing number of our academically gifted high school students are downloading papers online, reading Cliff notes instead of novels, cheating on tests and quizzes. At some point, they reach their limit, they decide that there has to be more to life than schoolwork. They decide it is simply not worth throwing away so much of their childhood time doing work for school.

At some point, we need to recognize that children are just that -- children. They should be allowed to have a break, too.

(Richard Krawiec has published two novels, a short story collection and other works.)

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Letter

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Article Text:

Let me add my voice to Richard Krawiec's fine Point of View article "The homework that ate Christmas break" of Jan. 2. It happened at my house too: in lieu of a Christmas vacation, my daughter had to read most of two books and write a paper on Napoleon's leadership style.

This same scene played out in homes everywhere last week. Some would blame the teachers, but they are just trying to get through the prescribed curriculum in the allotted time.

The blame in this case goes to the legislature, which shifted the school calendar. In years past, the quarter ended at Christmas vacation, so there was little need for teachers to give Christmas homework. In high school, semester classes ended at Christmas, giving students a real vacation. Now, with the vacation pinched to a measly seven days and with exams coming in a few short weeks -- exams that are absolutely critical to students who want to attend a top college -- students had to get by on the memories of Christmas vacations in the past.

So why did our fine legislators do this to our children? So that the restaurant owners at the beach could afford to buy a new Buick or two. That's all.

It will be interesting to read your report on the economic gains that our beach communities saw as a result of the new school calendar. If there is not real, significant, documented economic benefit, then our fine legislators must rescind their ill-conceived law.

John Marsland

Raleigh

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Record Number: ism1ma89

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**Presentation to Education Oversight Committee,
10/10/2006**

*Carteret County reports a marked increase in tourism and second-home type business in August this year. (EI Realty did \$4mil August 04; \$5mil, August 06. Over \$1mil increase in June as well. Less tourism early in the summer, and 1st 2 weeks in June are reduced rates.

Public Schools – Reluctant to cancel school for weather days; no room to schedule staff development days (substitutes are increasing the costs of in-service); it's increasing the cost of Early Colleges.

*Presidents Association -- No formal position yet.

Discussions indicate problems with no benefits – except in multi-district CC's.

- Loss of enrollments
- Difficulty working with HSs to serve student ready to, or need to access college services

DPI, Universities, and CCs should be more aligned

- In programs
- In competencies
- In schedules

Paradigm: HS => CC => University => is wrong

Separate, distinct, rigid silos. The calendar change is a step back away from alignment.

The President of the Association offers –

- Our support for, and help to facilitate, a more detailed study to determine the extent of the problems, possible solutions, and recommendations.

I would also recommend a study of the economic impact of the change:

- Has it increased tourism dollars?
- Has it extended the workforce?

Problems –

Fall Enrollment

Dual Enrollment students must start earlier than their peers:

- Psychologically difficult
- Risks not being able to adjust HS schedule
- When college class ends, students have “free” time.
- To go both semesters, must have same HS period free both semesters; must have desired CC course available both semesters.

Huskins classes

- Staffing. A teacher assigned to a high school class is blocked from the CC 2 semesters

Spring Enrollment

- All of the above
- Student's HS schedule changes 2- 3 weeks after starting college courses. (Very disruptive time of adjustment.)
- The second Huskins course in Spring Semester (HS seat time different from CC course time) does not count for FTEs because majority of hours not in Spring semester. (71% complete by May 15. HS ends June 9)
- Students find out in late May that they are not going to earn credit for one or more courses required for advancement to the next grade. Too late to register for comparable college course.

Graduating Seniors – Early or June

- Administrative Code says students must have HS credential or be 18, but encourages all to have HS.
- SACS – COC criteria said MUST have HS. Don't know about new principles. Must have policies that demonstrate admission is for those with ability to benefit.
- Most CCs have established policies that say a student must have a HS credential, and a student still enrolled in HS is dual enrolled.
- Graduating seniors are not graduates at the time enrollment starts; therefore, they are dual enrolled.

- Dual enrolled cannot take developmental, study skills, etc.
- Dual enrolled can only take courses approved on the Collaborative Agreement, which eliminates technical and transfer courses in the student's college major.

Early Colleges –

- Although Early Colleges may apply for waiver of calendar start date, some are unable to because:
 - HSs are not able to provide transportation. (HSs are only reimbursed for 180 days.)
 - HSs are not able to provide lunches.
- Without a waiver, students start college classes in fall without HS support personnel on campus. This is an essential component of the success of these programs.
- Creates “free time” after college classes end.

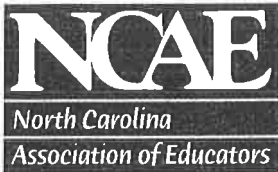
Possible Solutions to Some Issues – Needs more study

- CCs with large HS populations, and excess classroom space, have experimented with late start classes that start after the HS semester begins:
 - Staffing problems
 - Confusing to other students
 - Creates room scheduling conflicts because these classes have more class minutes than regular classes.

- Waiver for late spring Huskins courses to allow FTEs for Huskins courses begun before May 15.
- Policy statement that HS students who will complete HS requirements within a reasonable time may be treated as HS graduates for admission purposes.
- Change the Administrative Code to allow Dual Enrolled students to take courses such as Study Skills, and continuing education courses for credit. This would allow colleges flexibility in providing class work for students between times when college course ends and HS course ends.
- Possibly look at allowing Adult High School courses to transfer back to HS. These courses can be set up with greater flexibility in the summer and would help students who find out in late May they will not get the credits they need for the following year.
- Allow Early Colleges flexibility with the DPI "seat time" requirement.
- Change CC calendar from a 16-week semester to a 15-week semester. (Like the Universities)

• Put all 3 systems on the same calendar

→ Is dual enrollment (Alignment) a public good?



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Dear Members and Staff of the Joint Education Oversight Committee:

I am attending an out-of-town conference today and will not be present for your meeting. However, it has come to my attention that a portion of your committee's agenda will deal with "Problems Resulting from the 2004 School Calendar Law."

I am told that you will hear presentations from representatives of local school boards, local administrators, and the community college system.

I suspect that the discussion that will flow from the invited representatives will provide the committee with advocacy that slants toward one perspective of the issues that surround the school calendar law. If the arguments that I have heard from similar representatives holds to form, the majority of the discussion will center on concerns of local control and professional development. Many of today's panelists may talk about what is best for teachers. I am a firm believer in allowing teachers to speak for themselves, independent of their supervisors. The preliminary results of the 2006 Teacher Working Conditions Survey reveals that teachers and administrators have very different perspectives on issues of decisionmaking and professional development.

Until you can receive similar presentations and perspectives that might be more comprehensive and, perhaps more teacher-centered, I would invite committee members to withhold any conclusion-reaching judgments and decisions based only on today's presentations.

I look forward to formal opportunities to discuss the school calendar law during some future session of the Joint Education Oversight Committee.

Thank you very much for the consideration of my comments.

Sincerely,

A handwritten signature in cursive script that reads "Eddie Davis". The signature is written in dark ink and is positioned above the printed name.

Eddie Davis
NCAE President

SESSION LAW 2005-276
SENATE BILL 622

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

**UNC-NCCCS JOINT INITIATIVE FOR TEACHER EDUCATION AND
RECRUITMENT**

SECTION 9.3.(a) Funds appropriated in this act to The University of North Carolina for the UNC-NCCCS Joint Initiative for Teacher Education and Recruitment shall be used to establish eight positions. These individuals shall have an office in and work with staff in the Regional Alternative Licensure Centers of the Department of Public Instruction. Their responsibilities are to assist in increasing the number of certified teachers in the public schools of North Carolina. To accomplish this, their specific tasks are as follows:

- (1) Resolve curriculum issues between The University of North Carolina campuses and the community colleges within each region to ensure seamless articulation;
- (2) Serve as licensure advisors to prospective teachers and assist with individual reviews for lateral entry candidates;
- (3) Offer admissions advice to community college students seeking to transfer to a four-year institution; and
- (4) Recruit prospective teachers on community college campuses.

Funds have been included in the appropriation to ensure these staff members can travel routinely among all the University System campuses and community college sites within a region.

SECTION 9.3.(b) The results of this initiative shall be reported annually, and shall include at a minimum, the following performance outcomes by region in which the advisors are working:

- (1) Number of community college students articulated and working toward teacher licensure, their "base" community college, and The University of North Carolina institution to which they have moved;
- (2) Number of lateral entry teachers worked with by these advisors who are actively pursuing certification, and the number licensed;
- (3) Head count of the number of students in the process of receiving courses towards certification, their home county, where/at what institution(s) they are taking the course(s), and whether they are taking the course by regular attendance or via distance education (or the respective percentages if both methods are being employed);
- (4) Total full-time equivalencies (FTE's) and student credit hours that the head count in subdivision (3) of this subsection represents;
- (5) Articulation issues and curriculum changes effectively made as a result of these advisors; and
- (6) Articulation issues that are under discussion but have not been satisfactorily resolved.

SECTION 9.3.(c) These results shall be reported by September 1, 2006, and annually thereafter to the State Board of Education, the Board of Governors of The University of North Carolina, the State Board of Community

Colleges, the Education Cabinet, the Joint Legislative Education Oversight Commission, and the Office of State Budget and Management.

UNC-NCCCS Joint Initiative for Teacher Education and Recruitment 2006 Legislative Report

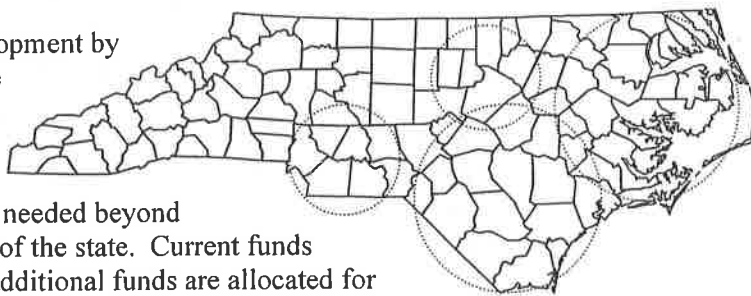
Attracting and retaining high quality teachers for North Carolina's public schools is of critical importance. The University of North Carolina's deep, urgent commitment to ensuring a sufficient supply of high quality teachers for the state's public school classrooms is evidenced in our fifteen teacher education programs' efforts to recruit, prepare, license, and further develop the states' teacher workforce. One exciting recruitment/advisement model that is being phased into implementation is the UNC-NCCCS Joint Initiative for Teacher Education and Recruitment. This joint initiative is one of the many ways the University is partnering with the North Carolina Community College System in responding to the state's teacher supply-demand gap.

Plan to Address the Joint Initiative through a Teacher Recruitment Network

In response to the UNC-NCCCS Joint Initiative for Teacher Education and Recruitment legislation and the associated funds to establish eight teacher recruitment/advisor positions, a teacher recruitment network is under development, building its foundation on the legislative intent to increase the number of certified teachers in the public schools of North Carolina. The network has been established as the "North Carolina Teacher Recruitment Network" and will be increasingly and integrally involved in local, regional, and statewide efforts to address teacher recruitment, supply/demand, and distribution. The North Carolina Teacher Recruitment Network will serve prospective teachers and individuals seeking teacher licensure (licensure-only, lateral entry, transfer students, and others), and will work closely with local schools and area school districts. The primary focus for the Network is in three core areas: recruitment, advising, and access. A crucial component in addressing the core areas is the information and services provided virtually through electronic (i.e. Internet, telephone, fax, etc.) means of communication.

Building the Network through a Phased Approach

The NC Teacher Recruitment Network is under development by means of a phased implementation for which the State Board of Education (SBE) has agreed. There is also a shared understanding with the SBE that the optimal location for housing the positions is on a local community college campus. Additional funds will be needed beyond Phase I in order to better serve all geographic regions of the state. Current funds are sufficient for full implementation of Phase I. As additional funds are allocated for recruitment positions, the Network will place the positions in other geographic areas of the state based on priority need. Phase I will locate the eight funded positions (seven regional recruitment positions and one coordinator recruitment position) in the most critical areas of need first. The positions have been allocated regionally as follows: three positions serving northeastern NC, three positions serving southeastern NC, one position serving the Charlotte/Mecklenburg area, and one coordinator position located in Chapel Hill and affiliated with the UNC Center for School Leadership Development. In addition to the eight positions, a portion of the funds from year one are being utilized to implement a statewide teacher recruitment study which will result in a strategic plan to coordinate teacher recruitment efforts within the university and to determine the best location and utilization of the recruitment/advisor positions.



Teacher Recruitment Study

The University of North Carolina has initiated the development of a strategic plan to coordinate teacher recruitment efforts within the University. To accomplish this task the University is partnering with Noel-Levitz in developing a teacher recruitment plan that will involve the compilation and analysis of key data. The goal is to have an action plan that identifies system level and campus based strategies that will help meet the state's teacher supply and demand needs. The initiative has two primary components, an *assessment phase* designed to gain a better understanding of the current situation and a *planning phase* that will translate initial findings into actionable strategies and systems to meet North Carolina's teacher recruitment goals and utilization of the teacher recruitment/advisor positions.

As a part of the assessment phase, a brief Institutional Self-Inquiry survey was developed for each UNC campus to complete. The survey asked the campuses to reflect upon their current approaches to marketing and recruitment as it relates to teacher recruitment. The instrument also requested specific enrollment funnel data for each of the campus' market segments (e.g., high school, community college, and lateral entry). These data have been analyzed and compiled by Noel-Levitz staff and who are assisting us in building a better understanding of the current approach to recruiting teachers at the campus level.

Following the compilation of survey results, Noel-Levitz conducted two focus sessions with personnel from the campuses on September 6, 2006. The education dean and admissions officer were asked to participate in one of the two sessions. The focus group time was used to share the consolidated survey results, identify the most effective campus based strategies, and to identify potential gaps in their current approach to recruiting prospective teachers.

Noel-Levitz is also conducting a detailed analysis of system wide scholarship and financial aid programs for prospective teachers; assessing the number of applicants/recipients for each of the system-wide financial aid programs and their likely impact on enrollment levels. Current promotional methods, scholarship criteria, and student application procedures are being reviewed as a part of this analysis. This process will complement the proposed market research which will ascertain prospective student awareness about the system-wide scholarship programs. The market research conducted by Noel-Levitz will be focused on six targeted recruitment populations that will help to:

- Find the *attitudes* and *motivations* behind the numerical data and trends
- Identify and document key recruitment opportunities and barriers
- Develop effective teacher recruitment marketing messages by market segment
- Identify primary sources of influence on prospective students
- Rate the effectiveness of various incentives
- Compile actionable data that can support requests to the North Carolina legislature
- Ensure that the state's teacher recruitment strategy is based on reliable data rather than on intuition and guesswork.

Market research surveys will be disseminated to six audiences:

1. College-bound high school juniors and seniors
2. Bachelor's and advanced degree-educated adult population in NC
3. Community college students
4. Current teacher education students and other selected majors (e.g., science, math)
5. High school guidance counselors
6. Military personnel and spouses

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Following the research analysis, Noel-Levitz will provide a set of actionable recommendations that allows North Carolina to implement a highly effective teacher recruitment strategy. The research will be presented as part of the system-wide planning process.

In addition to the assessment phase of the teacher recruitment initiative, Noel-Levitz will guide the collaborative development of a system-wide marketing and recruitment plan for prospective teachers; development of supporting strategies and detailed action plans to achieve UNC Teacher Education Enrollment plan goals, including a strategy to maximize the impact of the eight new recruitment positions funded by the North Carolina legislature this past year.

Northeast Teacher Recruitment Partnership

Host Community College Campuses for Positions:

Beaufort Community College
College of the Albemarle – Pasquotank County Site
Roanoke-Chowan Community College

Collaborating Campuses:

Elizabeth City State University
East Carolina University

Regional Alternative Licensing Center:

Nash Regional Alternative Licensing Center
Director: Teresa McCall

Description:

Elizabeth City State University and East Carolina University will partner to offer services to the northeast region of the state to recruit and advise prospective teacher educator students. The positions will be a part of the NC Teacher Recruitment Network and will be placed at targeted community college sites. After assessing the region, it was determined that the positions will be located as follows:

- Beaufort Community College in Washington, NC (ECU will take the lead in hiring)
- College of the Albemarle – Pasquotank County site (ECSU will take the lead in hiring)
- Roanoke-Chowan Community College in Ahoskie, NC (ECSU will take the lead in hiring). Specific responsibilities of the position at the Roanoke-Chowan Community College are to:
 - Serve as a liaison for ECSU teacher education related advisory boards and to ECU the Latham Clinical Schools Network Advisory Board.
 - Recruit in NE regional high schools & freshmen level community college courses for ECU and ECSU.
 - Serve on the Wachovia Partnership East (WPE) Leadership Team.
 - Refer students to the appropriate ECSU recruitment/advisor coordinator or WPE hub site.
 - Provide Praxis I support to students referred by ECU and ECSU, including Praxis test preparation for lateral entry teachers.
 - Work with the NC Model Teacher Education Consortium (NCMTEC) to gain greater understanding of offerings regarding Praxis I workshops, course reimbursement, teacher assistant support, etc.
 - Facilitate information sessions pertinent to the teaching profession and teacher education preparation in collaboration with entities such as the NCMTEC, NC TEACH, and the RALCs.
 - Recruit mid-career professionals seeking to transition to the teaching profession and individuals in targeted areas that may be affected by factory/industry downsizing and closing.

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- Seek remedial and tutorial support in reading, writing and mathematics for paraprofessionals in programs of study leading to a teaching license.
- Provide teacher scholarship and loan information to prospective teachers being served by the NC Teacher Recruitment Network.

Southeast Teacher Recruitment Partnership

Host Community College Campuses for Positions:

Sandhills Community College
Robeson Technical Community College
James Sprunt Community College

Collaborating Campuses:

UNC Wilmington
Fayetteville State University
UNC Pembroke

Regional Alternative Licensing Center:

Fayetteville Regional Alternative Licensing Center
Director: David Jackson

Description:

The three participating campuses in south eastern North Carolina will form a partnership to offer services to the region to recruit and advise prospective teacher educator students. The three teacher recruitment/advisor position will be housed at targeted community college sites in Hoke County, Robeson County, and Duplin County; Sandhills Community College, Robeson Technical Community College, and James Sprunt Community College. Each of the three university campuses will communicate with their respective community college campuses regarding placing of the individuals to be hired.

South Central Teacher Recruitment Partnership

Host Community College Campuses for Positions:

Central Piedmont Community College

Collaborating Campuses:

UNC Charlotte

Regional Alternative Licensing Center:

Charlotte Regional Alternative Licensing Center
Director: Dr. Linda K. Dunlap

Description:

The North Central Teacher Advisor/Recruiter will have an office on the campus of Central Piedmont Community College. Additionally, the Advisor/Recruiter will visit regularly and provide advising services to prospective teacher education candidates at the following community colleges:

- Gaston
- Rowan-Cabarrus
- Stanly
- South Piedmont

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- Cleveland
- Mitchell

The Advisor/ Recruiter will be part of the UNC Charlotte Teacher Education Advising and Licensure Office (TEAL) and will report to the Director of that office. The Advisor/Recruiter will be part of the Joint Initiative for Teacher Education and Recruitment and will work as well under the leadership of the Teacher Recruitment Coordinator.

Major tasks and duties:

1. Serve as bridge between UNC Charlotte teacher education programs and regional community colleges by:
 - a. Holding office hours at community college sites to advise prospective teacher education candidates to ensure seamless articulation.
 - b. Collaborating with community college colleagues in supporting Future Teacher Clubs and Future Teachers conferences.
 - c. Supporting and/ or creating *Praxis I* examination preparation and support for community college students so that this "Admission to Teacher Education" requirement will be fulfilled before transfer to the four-year institution.
 - d. Participate in UNC Charlotte recruitment/ orientation initiatives (e.g., *Explore UNC Charlotte; Student Orientation, Advising, and Registration (SOAR); College Fairs*) with particular responsibility for supporting community college transfer students.
2. Working in collaboration with the UNC Charlotte Office of Admissions and community college partners, establish bilateral teacher education articulation agreements, patterned after those in place with Central Piedmont Community College and UNC Charlotte, at the community colleges named above. Articulation agreements will include, but not be limited to, the following fields of study:
 - a. Elementary education
 - b. Middle grades education, including math/science education
 - c. Special education
 - d. Child & family development (Birth-Kindergarten license)
3. Expand recruitment efforts in teacher education to high school students, including Teacher Cadet programs in the region and Early College High School students who are considering teaching careers.

North Carolina Teacher Recruitment Coordinator Position

The Teacher Recruitment Coordinator Position will be housed in the UNC Center for School Leadership Development and will be affiliated with the NC TEACH and NC Model Teacher Education Programs. The responsibilities of the Coordinator position are to assist in increasing the number of certified teachers in the public schools of North Carolina. To accomplish this, the specific tasks of the Networks' lead Coordinator position are as follows:

- Coordinate the responsibilities and activities of the North Carolina Teacher Recruitment Network, ensuring that the Network and its eight recruitment/advisor positions (including the position of Coordinator) provides high quality service to prospective teachers and lateral entry teachers, with the goal of increasing the quantity of highly qualified certified teachers within identified high need regional service areas;

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- Coordinate resolutions with curriculum issues between the University of North Carolina campuses and the community colleges within each region to ensure seamless articulation;
- Coordinate the recruitment/advisor positions within the Network to serve as licensure advisors to prospective teachers and assist with individual reviews for lateral entry candidates;
- Coordinate the Network's service of admissions advice to community college students seeking to transfer to a four-year institution and coordinate the Networks efforts to recruit prospective teachers on community college campuses;
- Serve as the Network's liaison with UNC General Administration, UNC Center for School Leadership Development, UNC Teacher Education Programs, NC Department of Public Instruction, and related professional organizations.
- Provide leadership to help create and establish the North Carolina Teacher Recruitment Network and hire seven additional regional recruitment/advisor positions.
- Communicate regularly with the UNC General Administration, UNC Teacher Education Programs, NC TEACH, NC Model Teacher Education Consortium, and the Regional Alternative Licensure Centers (RALCs) informing them of the Network's accomplishments and learning from them about constituent needs.
- Develop partnerships with educational agencies and Institutions of Higher Education in North Carolina to strengthen the work of the Network.
- Prepare an annual progress report that responds to identified performance outcomes by the region in which the recruitment/advisors are working.

Current Status

The North Carolina Model Teacher Education Consortium (NCMTEC) is being used as a baseline for data reporting for the NC Teacher Recruitment Network. As the recruitment/advisor positions are phased in, regional hires will be located on community college campuses. Data collection for the Network will be initially based on the format of assessment and evaluation data collected by the NCMTEC. The NCMTEC currently provides services such as:

- Financial assistance and support services, which helps lateral entry teachers to take course work to clear their license
- Reduced tuition services for paraprofessional to pursue a four-year degree in education, complete North Carolina licensure course requirements,
- Financial assistance for teachers pursuing a graduate degree in teacher education,
- Test preparation seminars needed for admission into a school of education or licensure,
- Textbook reimbursements and, technology seminars for student teachers.

**Assessment and Evaluation Data from the
North Carolina Model Teacher Education Consortium**

	2003-2004	2004-2005	2005-2006
Teachers clearing lateral entry licenses	763	831	1003
Teachers adding a licensure area	0	1	35
Employees seeking Graduate degrees	1	0	306
Para-professionals (initial license candidates)	231	383	476
Professional Development participants	8	24	100
Teachers clearing emergency licenses	62	69	40
Teachers clearing provisional licenses	88	118	141
Total	1131	1385	1,968
Number of School Systems Served		39	43
	2003-2004	2004-2005	2005-2006
Number Served by Position			
Administrators	1	0	27
Counselors	1	0	22
Teachers	899	1019	1499
Teacher Assistants	177	283	318
Substitute Teachers	19	36	29
Support/Clerical Staff Members	16	19	32
Media Coordinators	1	0	16
Other non-certified personnel	14	36	43
Total	1128	1393	1986

SESSION LAW 2006-66
SENATE BILL 1741

AN ACT TO MODIFY THE CURRENT OPERATIONS AND CAPITAL APPROPRIATIONS ACT OF 2005, TO INCREASE TEACHER AND STATE EMPLOYEE PAY, TO REDUCE THE SALES TAX RATE AND THE INCOME TAX RATE APPLICABLE TO MOST SMALL BUSINESSES, TO CAP THE VARIABLE WHOLESALE COMPONENT OF THE MOTOR FUEL TAX RATE AT ITS CURRENT RATE, TO ENACT OTHER TAX REDUCTIONS, AND TO PROVIDE FOR THE FINANCING OF HIGHER EDUCATION FACILITIES AND PSYCHIATRIC HOSPITALS AND OTHER CAPITAL PROJECTS.

UNC-NCCCS 2+2 E-LEARNING INITIATIVE

SECTION 9.1. The University of North Carolina and Community Colleges System Office shall report by September 1, 2006, to the Joint Legislative Education Oversight Committee, the Office of State Budget and Management, and the Fiscal Research Division of the General Assembly on the implementation of the UNC-NCCCS 2+2 E-Learning Initiative. This report shall include:

- (1) The courses and programs within the 2+2 E-Learning Initiative;
- (2) The total number of prospective teachers that have taken or are taking part in this initiative to date broken down by the current academic period and each of the previous academic periods since the program's inception;
- (3) The total number of teachers currently in the State's classroom, by local school administrative unit, who have taken part in this initiative;
- (4) The change in the number of teachers available to schools since the program's inception;
- (5) The qualitative data from students, teachers, local school administrative unit personnel, university personnel, and community college personnel as to the impact of this initiative on our State's teaching pool; and
- (6) An explanation of the expenditures and collaborative programs between the North Carolina Community College System and The University of North Carolina, including recommendations for improvement.

**The North Carolina Community College System and
The University of North Carolina
Joint Report on
The UNC – NCCCS 2 + 2 E-Learning Initiative
(Session Law 2006-66, Section 9.1)**

**Submitted At the Request of
The North Carolina General Assembly**

H. Martin Lancaster, President
North Carolina Community College System

Erskine Bowles, President
University of North Carolina

September 29, 2006

Table of Contents

Part I – North Carolina Community College System	p. 3
Part II – University of North Carolina	p. 11

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Part I
North Carolina Community College System
NCCCS/UNC 2+2 E-Learning Initiative
Executive Summary

Pursuant to Session Law 2006-66, An Act to Modify the Current Operations and Capital Appropriation Act of 2005, section 9.1, the North Carolina Community College System Office and the University of North Carolina General Administration submits this report on the implementation of the North Carolina Community College System (NCCCS) – University of North Carolina (UNC) 2+2 E-Learning initiative (the Initiative).

The System Office (SO) and the UNC General Administration (UNC-GA) have collaboratively identified four (4) areas to implement the 2+2 E-Learning initiative. Those areas are:

- a. Teacher education
- b. Professional development
- c. Student tracking, and
- d. Infrastructure

1. Courses and programs within the 2+2 E-Learning Initiative:

The two systems have identified college transfer pre-education programs/courses within the Virtual Learning Community of NCCCS that are now available to students pursuing a teaching major at the university under the North Carolina Comprehensive Articulation Agreement (CAA). They include:

- a. Business Education and Marketing (A1010C)
- b. Social Science Education (A1010M)
- c. Communications (A1010O)
- d. English Education (A1010F)
- e. Associate In Arts (A10100)

Courses available within these majors include English, Literature, Fine Arts, History, Psychology, Social & Behavioral Sciences, Mathematics, and Computer Information Systems. NCCCS is pursuing the development of Chemistry and Physics courses with laboratory experiences to complete the offering of Elementary Education, Middle Grades, Special Education, and Art Education pre-education transfer programs.

2. Explanation of the expenditures and collaborative programs between NCCCS and UNC-GA:

In Session Law 2005-276, the NCCCS was authorized to expend \$1 million of recurring funds for the NCCCS-UNC 2+2 E-Learning Initiative. Subsequently, the State Board of Community Colleges approved a contract for year one of a multi-year initiative to expand the North Carolina Network for Excellence in Teaching (NC-NET) to address the professional development needs of student development services college personnel who provide support services to online learners in the Initiative. Through an agreement with the Center for Occupational Research and Development (CORD) of Waco Texas, NCCCS accomplished the tasks of conducting the survey and focus groups to identify professional development needs of Student Development personnel. NCCCS and CORD are currently developing a clearinghouse/web portal for all NCCCS student

development services information as relates to the successful use of Blackboard/computer learning models within the Initiative. In addition, CORD designed self-paced modules on topics including Legal Issues, Financial Aid, and Customer Service to insure student success in the online environment.

The State Board additionally approved the expenditure of funds for the technology infrastructure required to successfully implement the initiative. Funds have been allocated for the purchase of presentation equipment for the North Carolina Information Highway (NCIH) classroom to facilitate multi-media presentations in videoconferencing classrooms. The State Board also approved allocation of funds for the purchase of 100 permanent licenses from authorGen for authorPOINT learning object development software. AuthorPOINT software converts MicroSoft PowerPoint slide shows into web-resources. The development of sharable learning objects promises a cost effective Learning Objects Repository in NCCCS that can be catalogued, accessed, shared, and upgraded on a common platform for collaboration among PreK-20 education systems.

Infrastructure

Infrastructure Overview

Utilization of 2+2 funding for System-wide distance learning solutions represents a cost-effective means to address our current and future teacher shortage. Solutions identified in this report establish the initial infrastructure required to update online courses, improve student resources, improve accessibility, and enhance learning opportunities for our education majors - or any target student population.

Collaboration with Colleagues at UNC-GA

Collaboration between the University of North Carolina (UNC) and the North Carolina Community College System (NCCCS) personnel regarding distance learning infrastructure has been ongoing since April 2005. Since that time representatives from the two Systems have been meeting each month to discuss ways to promote collaboration and resource sharing.

For the past two years NCCCS staff have presented sessions at the Teaching Learning Technology Collaborative Conference and UNC staff have presented at the Distance Learning Alliance Conference. Both Conferences have included panel discussions featuring representatives from UNC, NCCCS, and Department of Public Instruction (DPI). These sessions have focused on collaboration and seeking common solutions to current and future challenges to education in NC. For example, in recent weeks, NCCCS and UNC staff have participated in multiple webinars related to Learning Object Repository (LOR) technology. Both Systems have established LOR Steering Committees composed of faculty, library resources, support services, and administration. The first joint meeting of these Steering Committees occurred on July 11, 2006.

Joint NCCCS and UNC E-Learning Infrastructure Meetings

NCCCS and UNC representatives collaborated in several conference calls and two face-to-face meetings during 2005-06 to address issues specific to 2+2 teacher education goals and responsibilities. These meetings focused on e-learning infrastructure, database interoperability, and tracking issues. In the NCCCS and UNC planning sessions and subsequent meetings among NCCCS staff, infrastructure solutions were identified that would support any academic and program decisions reached in the future. These solutions were grouped in areas of: (1) communication and collaboration resources, (2) teaching and learning resources, and (3) support resources. Robust solutions were identified in each of these 3 areas that would support a wide array of academic and program needs. These solutions resulted in the following expenditures in the area of infrastructure during the 2005-2006 academic year.

Communication and Collaboration Resources

I.T.S. Elluminate collaboration service

- Description: Collaboration tools are very effective real time desktop sharing appliances. They can be used in tandem with conference calls or use voice and video capabilities to reduce long distance costs.
- Cost: \$12,500 - 6 months of 25 seat licenses at \$1,000 annual license per seat.
- Status: Available and funded by 2005-06 funds.

NCIH Presentation Equipment

- Description: The first phase of the NCCCS NCIH room has been completed with upgraded videoconferencing equipment, monitors, and wiring. A second phase will include addition of a smart podium to enhance presentations.
- Cost: \$4,168
- Status: \$4,168 in outstanding encumbrances, 2005-06.

Teaching and Learning Resources

UNC Chapel Hill Course Management System Software Support (LEARN NC)

- Description: LEARN NC, a program of the UNC-Chapel Hill School of Education will host an installation of Blackboard for the NCCCS Virtual Learning Community. Service will include hardware, backups, upgrades, and maintenance. Blackboard license will be paid for by the NCCCS.
- Cost: \$25,000
- Status: Service is available and funded by 2005-06 funds.

Learning Object Repository (LOR) resources for the NCCCS - HarvestRoad, MCNC Hosting Services, NCCCS LOR Hardware

- Description: LOR technology provides a "library" of digitized learning content termed learning objects in which these objects can be catalogued, searched, shared, and modified. LOR technology promotes sharing of resources and drastically reduces costs of duplication.
- Cost: \$401,250 first year
- Status: The LOR initiative falls under Senate Bill 991 protocol and is in the process of gaining agency approval prior to submission to ITS and OSBM for their approvals. \$401,250 unencumbered balance.

SAS inSchool Curriculum Pathways - higher education learning objects

- Description: Curriculum Pathways are high-end commercially prepared and copyrighted learning objects available to a wide array of community college students in areas of science, math, history, English/literature, and Spanish. These resources are available with a minimum of faculty training.
- Cost: \$60,000 first year license
- Status: A contract was signed between the NCCCS and SAS in July 2006. \$60,000 unencumbered balance.

LateNiteLabs - online chemistry lab simulations

- Description: LateNiteLabs provides (1) instructors the capability of developing and customizing high quality online chemistry laboratory simulations and (2) students the capability of completing these labs anywhere, anytime. Emphasis is on providing the most realistic and best learning experience available.
- Cost: \$55,000
- Status: Available and funded by 2005-06 funds.

Remote-learner.net - open source course management system

- Description: Moodle open source course management system is a highly respected alternative to expensive proprietary Course Management System (CMS) products such as Blackboard, used across the NCCCS. Remote-learner, Inc. will provide training, tech support, hosting services, and administration for an organized "trial" of Moodle. Resources and online courses developed in the trials will be made available at no costs to all NCCCS and UNC institutions. Five community college and one university "sites" have been awarded participation in the trials via a competitive Request for Proposal (RFP) process.
- Cost: \$39,375
- Status: \$39,375 in outstanding encumbrances, 2005-06.

Support Resources

Hardware to Update Community College Library in North Carolina/SirsiDynix (CCLINC/SIRSI) Consortium

- Description: The CCLINC/SIRSI Consortium provides e-catalogue and library services for 45 NCCCS institutions. In addition, SIRSI provides cataloguing resources for all community college libraries. This online service is a valuable resource for distance learners. The two live and test servers supporting the Consortium were 6 years old and needed to be replaced.
- Cost: \$44,289
- Status: Available and funded by 2005-06 funds.

Learning Object Development Tool - AuthorPOINT software

- Description: AuthorPOINT is a learning object development software that adds video and/or audio to slide presentations. AuthorPOINT generates a highly compressed rich media presentation that takes up less file space and more easily accessed by students online.
- Cost: \$12,500 for 100 licenses.
- Status: Available and funded by 2005-06 funds.

Professional Development

One of the greatest challenges for the North Carolina Community College System is the lack of sufficient funding for the professional development of faculty and student services staff to support online teaching, advising, financial aid, and counseling services. In order for the online teaching and learning process to be successful, it is essential that student services staff have competencies in the online process.

Collaboration with Colleagues at UNC-GA

Cooperation between the University of North Carolina (UNC) and the North Carolina Community College System (NCCCS) is the foundation for the joint electronic learning initiative. A team appointed to address professional development issues is composed of individuals from both institutions. This team met on December 12, 2005, at UNC-GA to share ideas on enhancing current professional development opportunities available to faculty and staff

of both systems. UNC-GA staff discussed MERLOT (Multimedia Educational Resources for Learning and Online Teaching) and LEARN-NC while Community College System staff discussed North Carolina Network for Excellence in Teaching (NC-NET).

NC-NET Expansion

Expansion of NC-NET to include student development services is a multi-year initiative to develop and provide professional development programs to student development personnel throughout the community college system. Partnering with CORD (Center for Occupational Research and Development) of Waco, Texas, NC-NET began to extend professional development support to this key constituency. During Year One (November 2005 through June 2006) the amount of \$110,000 was spent to conduct a needs assessments; create an infrastructure; and begin content development.

The Needs Assessment

From March 10 – April 13, 2006, CORD conducted a survey to identify professional development needs and interests of Student Development personnel. Issues addressed included:

- Interest in professional development/willingness and/or time to participate
- Topics of interest
- Delivery formats desired
- High-priority issues
- Past professional development experience
- Barriers to participation
- Existence of locally-developed resources for sharing statewide

Survey Participants

Over 1,000 student services personnel including Student Services Officers, Counselors, Registrars, Financial Aid Officers, and Admissions Officers were notified via email of their opportunity to participate in the survey.

Four-hundred-and-fifty Student Development personnel completed the survey—129 Director/Coordinators, 110 Counselors, 97 Clerical staff, 34 Registrars, 27 Technicians & Specialists, 25 Chief Student Development Administrators (including Deans, VPs and Associate VPs), and 28 Other staff (Associates, Evaluators, Officers, and Assistant Officers). When asked to identify the region in which their college is located, 49.3% selected the Central region, 25.1% the Western region, and 24.4% the Eastern region of the state.

Summary of Findings

- The professional development topics eliciting the most interest—as indicated by overall percentage of responses—are *Retention, Academic Advising, Evaluation/Assessment, Admissions, Registration, Transition from High School to College*, and *Orientation*. In other words, student services personnel are most interested in activities related to student academic services and student entry and exit.
- Within each of the seven broad professional development categories, Student Development personnel indicated that:

- *Admissions* topics are most important within the student entry and exit category
 - *Career Counseling* topics are most important within the student career services category
 - *Retention* topics are most important within the student academic services category
 - Topics related to the *Transition from High School to College* are the most important within the student personal services category
 - *Diversity and Inclusivity* are the most important topics related to services targeted at reaching specific student groups
 - Topics related to *Learning Disabilities* are the most important within the student disability category
- The professional development topics deemed most important by each segment of Student Development personnel, as indicated by the number of responses, are as follows:
 - Counselors ranked *Academic Advising* highest
 - Registrars ranked *Registration* and *Student Records* equally high
 - Clerical staff ranked *Admissions* highest
 - Chief Student Development Administrators ranked *Retention* and *Student Disciplinary Issues* equally high
 - Directors/Coordinators ranked *Retention* highest
 - Technicians ranked *Admissions* and *Registration* equally high.
 - Other Student Development Staff (Associates, Evaluators, Officers, and Assistant Officers) ranked *Admissions*, *Registration*, and *Student Records* equally high.
 - Approximately 87% of respondents have received on-the-job training for their current position; 64% completed related college coursework; 44% have participated in staff development workshops.
 - The top three barriers to participation in staff development are “lack of awareness about activities,” “lack of funds,” and “location of activities.”
 - The majority of Student Development personnel (88 %) prefer receiving information about upcoming staff development activities via email.

Creating an Infrastructure

Other work during Year 1 included developing plans for a clearinghouse/web portal for all NCCCS student development services information with input from a statewide advisory panel. Composed of student services deans from different colleges, the Advisory Board was formed and held its first meeting on June 8, 2006. The group named the initiative NC-ACCESS – North Carolina Achieving Community College Excellence in Services to Students.

Among the subject areas they addressed were:

- Legal Issues
- Aspects of Counseling—Academic and Personal
- Financial Aid
- Disability Services
- Evaluation/Assessment of Student Services at College Level
- What Administrators Need to Know

- Role of Faculty—in advising and classroom accommodations
- Student Organizations
- Service Learning
- Best Practices
- Customer Service

Realizing the success of the 2+2 E-Learning Initiative is dependent on students receiving strong support and guidance, the advisory group chose to focus on student retention and orientation during Year Two.

Part II
University of North Carolina
UNC-NCCCS 2+2 E-Learning Initiative
Report on UNC Activities

Introduction

The University received an appropriation of one million dollars (non-recurring) to continue work with the North Carolina Community College System to place more articulated degree programs online so students anywhere in the State could access them by taking the first two years online through the community colleges and then the upper-division major through a constituent institution of the University of North Carolina. 2005-06 has been a year for analysis, planning, and development, with some degree programs just beginning to come online. Throughout the year there has been extensive collaboration between NCCCS and UNC-GA to refine the project and begin the development process. This involved general meetings and conference calls between the two staffs and small working groups, which continue to meet.

UNC has focused its attention primarily on degree-program development to respond to the need for more teachers and infrastructure necessary for a seamless transition for students from one online program to another. Fortunately most of UNC's campuses have adequate infrastructures and online course management systems to accommodate these new degree programs. Since UNC would be responsible for the upper-division major, course development for online programs is an extensive task.

Programmatic Developments

NCCCS and UNC had previously collaborated to articulate online degree programs in communication, criminal justice, liberal arts, and business, with continuing discussion of other potential areas for online articulation. Based on these previous articulations the two systems focused on building online degree programs primarily in teacher education, especially high-need areas. This strategy would result in full four-year articulated online degree programs accessible from anywhere in the State that could be used to increase the number of teachers being produced, especially in high-need areas.

The areas identified for development are the following:

- Mathematics Secondary Education
- Science Secondary Education (specific fields and comprehensive)
- Middle Grades Education
 - Concentration in Mathematics
 - Concentration in Science
- Special Education
- Elementary Education
- Birth through Kindergarten
- Biology Education

The goal is to have a Pre-Major Agreement between the Community Colleges and the University for each area so students in community colleges will know the sequence of courses that will prepare them to enter the upper-division major.

Development Strategy

In some areas there were almost no online courses available at the UNC campuses, for example, in Mathematics and some sciences. On the other hand, in some areas, such as Birth to Kindergarten, Special Education, and Elementary Education, there had been a significant number of courses developed online at UNC campuses. UNC developed two strategies. For those areas and campuses that had a program close to being available online, funds were provided to make those programs available fully online. These programs would be ready to enroll students sooner since a smaller development effort was needed.

For subject areas that had few courses online, the strategy adopted was joint development of a full set of courses for a degree which would be available for use by any campus. As part of this arrangement one or more campuses would commit to offer the degree fully online and in articulation with the community colleges. The Middle Grades concentration in Mathematics, for example, fits this strategy.

While these courses will be developed as part of unitary degree programs, many of the courses will serve lateral entry teachers and others who hold a bachelor's degree in a subject area but who need additional course work in order to be certified.

Middle Grades concentration in Mathematics was the initial teacher education degree program chosen for joint development. First, faculty from Mathematics Education and from Mathematics came together to determine what constituted a good sequence of courses for a Middle Grades major who wanted to concentrate in Mathematics. From a longer list of possible courses, ten courses were chosen for development. Following that, teams of faculty members were identified to develop the courses. Each course will have mathematicians doing the content, but each course will have someone responsible for educational pedagogy working with the content developer. In addition, our contracted development support group, Learn NC, provides instructional design and project management for each course development team.

Middle Grades Math Concentration Course Sequence

The courses selected for the concentration in Middle Grades are:

- Calculus I (4sch)
- Calculus II (4sch)
- Numbers (only) (3sch)
- Algebra (only) (3sch)
- Numbers/Algebra (3sch)
- Geometry (only) (3sch)
- Measurement (only) (3sch)
- Geometry/Measurement (3sch)

- Data/Statistics (3sch)
- Discrete Math (3sch)

Initial Programmatic Developments

ECU was funded to develop Elementary Education and Special Education; ECU was also funded to develop Birth through Kindergarten; NC A&T was funded to develop Elementary Education; UNC Pembroke was funded to develop Birth through Kindergarten. The Middle Grades Mathematics Concentration will be a joint development of the faculty from several campuses—NC Learn has been contracted to manage and pay faculty for their participation as developers.

Supporting Initiatives

A potential source of new teachers is retired military, but there have been difficulties connecting military and their spouses to teacher education opportunities around the State. A portal or electronic entrance to a set of materials will acquaint military and their spouses with the rich educational opportunities available across the State, but especially make them aware of online programs that will allow them to start working on teacher certification before they retire.

It will also be necessary to make the transition of community college students to upper-division online programs as easy and seamless as possible. An electronic portal devoted specifically to the needs of such students will make the transfer process much easier for online students. UNC in collaboration with NCCCS is committed to developing a very usable portal for this group of students.

Funding for Initial Programmatic and Supporting Developments

ECU Elementary and Special Education	184,666
ECU Birth through Kindergarten	100,000
NC A&T - Elementary Education	120,000
UNC-CH - Learn NC (2+2/Military Ed. Portal)	100,000
UNC-CH - Learn NC (Middle Grade Math)	395,334
UNCP - Birth through Kindergarten	<u>100,000</u>
Total	1,000,000

With the exception of the portals, all of the funds provided to UNC went directly to course and program development in teacher education.

Timetable for Implementation of Teachers Education Degree Programs

The first year has been almost entirely a development year for planning and building the online courses that constitute the degree programs. Depending on the number of online courses that were available at the beginning of the process, the length of the development process for each degree will vary widely.

For those that were developed or started in the first year UNC has developed the following time table for beginning the programs:

ECU

Birth-Kindergarten program - summer (May 2006) cohort of 16. For May 2007 they have cohort

of 20-25 prospective students currently being processed.

UNCP

Birth-Kindergarten program - fall 2006 cohort of 24.

NCA&T

Elementary Education - summer 2007 with a cohort of 15 students.

ECU

Elementary Education - initial cohort is scheduled to start in summer 2007.

ECU

Special Education - fall 2007.

NCA&T

Elementary Education - summer 2007 with a cohort of 15 students.

JOINT

Middle Grades Concentration should be completed by summer 2007 and, if Middle Grades Pedagogy is completed by then, the first courses can be offered fall 2007.

Next Steps in Programmatic Development

The next major project is to develop the secondary major in Mathematics Education. This degree will require about double the number of courses needed for the Middle Grades Concentration but there will be some overlap. This project is already underway, with Mathematics faculty and Mathematics Education faculty having already identified the courses for development. Faculty teams should be chosen by the end of October, with development starting soon after. This project will require half or more of UNC's funding (one million non-recurring) for this project for 2006-07.

The next project will be Middle Schools Pedagogy. Following that, UNC will turn to the sciences, to develop Chemistry, Biology, Earth Sciences, and Physics at the secondary level, as well as a Science Concentration at the Middle Grades level. The funding for 2006-07 will likely be exhausted by Mathematics Secondary, Middle School Pedagogy, and a minimal start on the science secondary majors. UNC will initiate planning for the science secondary majors but will need continuation of funding if the degree programs are to be fully developed.

Secondary Education Mathematics Course Sequence

The course sequence that UNC faculty have established for the online mathematics secondary teacher education degree:

- Calculus I (4sch)
- Calculus II (4sch)
- Calculus III (4sch)
- Linear Algebra (3sch)
- Modern Algebra (3sch)

- Geometry – primarily Euclidian, axiomatic, and proof oriented (3sch)
- History of Math (3sch)
- Differential Equations (3sch)
- Proof and Number Theory (3sch)
- Statistics II – calculus/probability based (3sch)
- Computer Science – programming emphasis (3sch)
- Mathematical Modeling (3sch)
- Discrete Math I (3sch)
- Discrete Math II (3sch)
- Teaching Methods I (3sch)
- Teaching Methods II (3sch)

Alternative List for Course Development

- Geometry - primarily non-Euclidean (3sch)
- Real Analysis (3sch)

Other Needed Steps

The joint team from NCCCS and UNC-GA identified other issues that will need to be addressed. It will be necessary to develop a student identifier, other than social security number, for tracking students from the community colleges to the universities. The two systems are discussing alternatives for doing this.

It was agreed that after teacher education was addressed, attention would turn to exploring placing nursing programs on the same online footing, along with other high-need disciplines.

Professional development for faculty to be prepared to develop high-quality courses is an important concern, and each system has addressed it for their faculty and will need to continue to do so.

Conclusion for UNC

While we have cohorts beginning in an online upper-division degree program in the summer and fall of 2006, it is very early in the process for such a major project. The first year was a development year. We now have cohorts that can be tracked, and will have many more students entering the online programs as they come available. In the coming year we also expect students who enter the NCCCS pipeline to begin to complete their community college programs and move to upper-division teacher education programs.

SESSION LAW 2004-179
HOUSE BILL 1264

AN ACT (1) TO AUTHORIZE THE ISSUANCE OF SPECIAL INDEBTEDNESS TO FINANCE VITAL STATE FACILITIES FOR HEALTH CARE AND HIGHER EDUCATION NEEDS AND FOR JUVENILE DETENTION; (2) TO REQUIRE THE TOBACCO TRUST FUND AND THE HEALTH AND WELLNESS TRUST FUND TO PROVIDE THE DEBT SERVICE FOR THIS INDEBTEDNESS; (3) TO AUTHORIZE THE ISSUANCE OF SPECIAL INDEBTEDNESS FOR CAPITAL IMPROVEMENTS AND LAND ACQUISITION FOR PARKS, RECREATION, THE PRESERVATION OF NATURAL HERITAGE, AND CLEAN WATER CONSERVATION AND TO USE FUNDS CURRENTLY DEDICATED TO THESE PURPOSES TO REPAY THE INDEBTEDNESS; (4) TO REQUIRE THE NORTH CAROLINA PARKS AND RECREATION AUTHORITY TO ALLOCATE FUNDS GEOGRAPHICALLY ACROSS THE STATE; (5) TO MAKE CLARIFYING CHANGES; (6) TO CREATE THE DEBT AFFORDABILITY ADVISORY COMMITTEE; (7) TO DIRECT THE UNIVERSITY OF NORTH CAROLINA AND THE STATE BOARD OF COMMUNITY COLLEGES TO CONDUCT A STUDY OF UNIVERSITY AND COMMUNITY COLLEGE PROGRAMMING AND CAPITAL NEEDS; AND (8) TO DIRECT THE STATE TREASURER TO STUDY THE POTENTIAL COSTS AND BENEFITS OF INNOVATIVE STATE FINANCING.

PART 6. UNIVERSITY SYSTEM AND COMMUNITY COLLEGE SYSTEM JOINT STUDY OF HIGHER EDUCATION STRATEGY

SECTION 6.1. To ensure that the State's citizens are academically prepared and equipped for current job opportunities and jobs of the future in North Carolina's growing knowledge economy, the Board of Governors of The University of North Carolina, in collaboration with the State Board of Community Colleges, shall, within 60 days after this act becomes law, contract with a private consulting firm that has experience in higher education to conduct a comprehensive study of the mission and educational program needs for the University System and the Community College System. The Board of Governors may enter into contracts with consultants for the purposes authorized in this section without complying with the provisions of Article 3C of Chapter 143 of the General Statutes. The study shall include all of the following:

- (1) An analysis of demographic, economic, and educational data regarding the needs for higher education programming in the State as a whole, as well as in all geographic and economic regions of the State.
- (2) An updated enrollment projection for each System and each institution that includes adult, noncredit, career, and degree program enrollments.
- (3) An analysis of current program offerings and majors in undergraduate, graduate, nondegree, and workforce training programs, offered by each institution.
- (4) Recommendations as to how the institutions might better serve current and emerging needs related to existing and new programs; opportunities for regional program delivery; enhanced effectiveness and quality that can be achieved via sharing of resources, and program partnerships and collaborations both