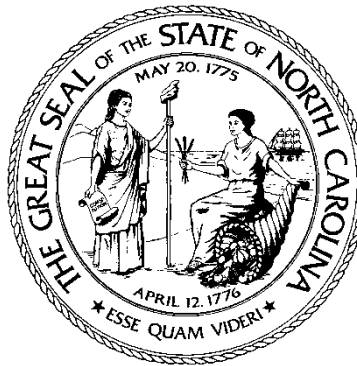


**JOINT LEGISLATIVE
EDUCATION OVERSIGHT COMMITTEE**



***REPORT TO THE 2012
REGULAR SESSION
OF THE
2011 GENERAL ASSEMBLY
OF NORTH CAROLINA***

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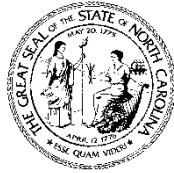
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DRAFT

STATE OF NORTH CAROLINA

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE



April 19, 2012

TO THE MEMBERS OF THE 2012 REGULAR SESSION OF THE 2011 GENERAL ASSEMBLY
OF NORTH CAROLINA:

Attached for your consideration is the report to the 2012 Regular Session of the 2011 General Assembly of North Carolina. This report was prepared by the Joint Legislative Education Oversight Committee pursuant to G.S. 120-70.81.

Respectfully submitted,

Senator Jerry Tillman
Cochair

Representative Bryan Holloway
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Representative Linda Johnson
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DRAFT

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2011-2012

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ARTICLE 12H.
Joint Legislative Education Oversight Committee.

S.L. 2011-291, Sec. 1.5 (HB 595)

SECTION 1.5.(a) The duties of the Legislative Study Commission on Children and Youth are transferred to the Joint Legislative Education Oversight Committee.

SECTION 1.5.(b) Article 24 of Chapter 120 of the General Statutes, G.S. 120-215 through G.S. 120-221, is repealed.

SECTION 1.5.(c) G.S. 120-70.80 reads as rewritten:

"§ 120-70.80. Creation and membership of Joint Legislative Education Oversight Committee.

The Joint Legislative Education Oversight Committee is established. The Committee consists of 22 members as follows:

- (1) Eleven members of the Senate appointed by the President Pro Tempore of the Senate, at least ~~two~~three of whom are members of the minority party; and
- (2) Eleven members of the House of Representatives appointed by the Speaker of the House of Representatives, at least three of whom are members of the minority party.

Terms on the Committee are for two years and begin on the convening of the General Assembly in each odd-numbered year. Members may complete a term of service on the Committee even if they do not seek reelection or are not reelected to the General Assembly, but resignation or removal from service in the General Assembly constitutes resignation or removal from service on the Committee.

A member continues to serve until his successor is appointed. A vacancy shall be filled within 30 days by the officer who made the original appointment."

SECTION 1.5.(d) G.S. 120-70.81 reads as rewritten:

"§ 120-70.81. Purpose and powers of Committee.

(a) The Joint Legislative Education Oversight Committee shall examine, on a continuing basis, the several educational institutions in North Carolina, in order to make ongoing recommendations to the General Assembly on ways to improve public education from kindergarten through higher education. In this examination, the Committee ~~shall~~may:

- (1) Study the budgets, programs, and policies of the Department of Public Instruction, the State Board of Education, the Community Colleges System Office, the Board of Governors of The University of North Carolina, and the constituent institutions of The University of North Carolina to determine ways in which the General Assembly may encourage the improvement of all education provided to North Carolinians and may aid in the development of more integrated methods of institutional accountability;
- (2) Examine, in particular, the Basic Education Plan and the School Improvement and Accountability Act of 1989, to determine whether changes need to be built into the plans, whether implementation schedules need to be restructured, and how to manage the ongoing development of the policies underlying these legislative plans, including a determination of whether there is a need for the legislature to develop ongoing funding patterns for these plans;
- (3) Study other states' educational initiatives in public schools, community colleges, and public universities, in order to provide an ongoing

commentary to the General Assembly on these initiatives and to make recommendations for implementing similar initiatives in North Carolina; and

- (4) Study any other educational matters that the Committee considers necessary to fulfill its mandate.
- (5) Study the needs of children and youth. This study may include, but is not limited to:
 - a. Developing strategies for addressing the issues of school dropout, teen suicide, and adolescent pregnancy.
 - b. Identifying and evaluating the impact on children and youth of other economic and environmental issues.

(b) The Committee may make interim reports to the General Assembly on matters for which it may report to a regular session of the General Assembly. A report to the General Assembly may contain any legislation needed to implement a recommendation of the Committee."

§ 120-70.82. Organization of Committee.

(a) The President Pro Tempore of the Senate and the Speaker of the House of Representatives shall each designate a cochair of the Joint Legislative Education Oversight Committee. The Committee shall meet at least once a quarter and may meet at other times upon the joint call of the cochairs.

(b) A quorum of the Committee is 10 members. No action may be taken except by a majority vote at a meeting at which a quorum is present. While in the discharge of its official duties, the Committee has the powers of a joint committee under G.S. 120-19 and G.S. 120-19.1 through G.S. 120-19.4.

(c) Members of the Committee receive subsistence and travel expenses as provided in G.S. 120-3.1. The Committee may contract for consultants or hire employees in accordance with G.S. 120-32.02. The Legislative Services Commission, through the Legislative Services Officer, shall assign professional staff to assist the Committee in its work. Upon the direction of the Legislative Services Commission, the Supervisors of Clerks of the Senate and of the House of Representatives shall assign clerical staff to the Committee. The expenses for clerical employees shall be borne by the Committee.

§ 120-70.83. Additional powers.

The Joint Legislative Education Oversight Committee, while in discharge of official duties, shall have access to any paper or document, and may compel the attendance of any State official or employee before the Committee or secure any evidence under G.S. 120.19. In addition, G.S. 120-19.1 through G.S. 120-19.4 shall apply to the proceedings of the Committee as if it were a joint committee of the General Assembly.

§§ 120-70.84 through 120-70.89: Reserved for future codification purposes.

COMMITTEE PROCEEDINGS

The Joint Legislative Education Oversight Committee held 7 meetings between October 4, 2011 and April 19, 2012.

October 4, 2011

Authorizing Legislation/Reports/Education Summaries

Drupti Chauhan, Committee Staff

Community College Workforce Development Programs

Scott Ralls, President, North Carolina Community College System

Alternative Assessment Strategies: Implementation of HB 48 and SB 479

Dr. June Atkinson, State Superintendent of Public Instruction

Digital Textbooks

Neill Kimrey, Director of Instructional Technology, Department of Public Instruction
Scott Smith, Chief Technology Officer, Mooresville Graded School District

October 31, 2011

Overview of the Education Oversight Committee Website

Dee Atkinson, Committee Staff

3rd Grade Literacy Policy

National Literacy Initiatives and Social Promotion Policy

Dr. Treana Bowling, Literacy Project Director, SERVE Center, University of North Carolina at Greensboro

Dr. Christie Cavanaugh, Reading Education Consultant, Durham NC

North Carolina's Statewide Literacy Initiatives and Social Promotion Policy

Dr. Rebecca Garland, Chief Academic Officer, N.C. Department of Public Instruction

Example of a Local Literacy Initiative for Struggling Readers

Dr. Karen Erickson, Professor, Division of Speech and Hearing Sciences, Yoder Distinguished Professor, Department of Allied Health Sciences, School of Medicine, University of North Carolina at Chapel Hill

Ms. Vickie Smith, Director of Literacy and Professional Development, Orange County Schools

K-3 Teacher Preparation in Literacy Assessment and Teaching

Dr. Steve Amendum, Assistant Professor, College of Education, North Carolina State University

College Readiness and Remediation in Higher Education

K-12 Current Initiatives and Future Plans

Dr. June Atkinson, Superintendent of Public Instruction

Community College Current Initiatives and Future Plans

Dr. Sharon Morrissey, Senior Vice President for Academic and Student Services and Chief Academic Officer, NC Community College System

Public University Current Efforts and Future Plans

Dr. Suzanne Ortega, Senior Vice President for Academic Affairs, The University of North Carolina

Private Colleges and Universities Current Efforts and Future Plans

Dr. A. Hope Williams, President, North Carolina Independent Colleges and Universities

National Efforts on College Readiness and Remediation

Dr. Judith Rizzo, Director and Chief Executive Officer, James B. Hunt, Jr. Institute for Educational Leadership and Policy

Dr. Dewayne Matthews, Vice President for Policy and Strategy, Lumina Foundation for Education

December 6, 2011**REACH NC**

Dr. Courtney Thornton, Research Director, The University of North Carolina – General Administration

Race to the Top Early Learning Challenge (Early Childhood) Grant Application

Anne Bryan, Senior Policy Advisor on Early Childhood, Office of the Governor

Current Status of Race to the Top

Dr. June Atkinson, Superintendent of Public Instruction

Adam Levinson, Director, Race to the Top, NC Department of Public Instruction

February 7, 2012**Residential Schools Closing Report**

Dr. June Atkinson, Superintendent of Public Instruction

UNC's Partnership with the Military

Kimrey Rhinehardt

Vice President for Federal Relations

UNC Teacher Quality Research

Dr. Alisa Chapman

Vice President for Academic & University Programs

Dr. Gary Henry

Carolina Institute for Public Policy

Child Nutrition

Overview of the Federally-Funded Child Nutrition Programs Administered by DPI

Dr. Lynn Harvey, Section Chief, Child Nutrition Services, DPI

Financial-Related Audit of Child Nutrition Services, DPI

Beth Wood, State Auditor, Office of State Auditor

February 8, 2012**Career and College Promise**

Dr. Rebecca Garland, Chief Academic Officer, NC Department of Public Instruction

Dr. Sharon Morrissey, Senior Vice President for Academic and Student Services and Chief Academic Officer, NC Community College System

NC Stem Collaborative

Dr. Sam Houston, President and CEO, NC Science, Mathematics & Technology Education Center

Karl Rectanus, Leader, NC STEM

Advanced Placement Exams in North Carolina – Update

Tom Rudin, Senior Vice President, Government Relations & Advocacy
The College Board

Patricia Levesque, Executive Director
Foundation for Excellence in Education and the Foundation for Florida's Future

March 6, 2012

HB 720 – Teacher Prepayment

Matthew Wight, Principal, Apex High School, and member of the N.C. Principals and Assistant Principals' Association Board of Directors

Todd Lowe, Finance Officer, Randolph County Schools

Pay for Performance and Teacher Evaluation Measures and Metrics

Charlotte Mecklenburg Schools - Talent Effectiveness

Hugh Hattabaugh, Interim Superintendent, Charlotte-Mecklenburg Schools

Ericka Ellis-Stewart, Chair, Charlotte-Mecklenburg Board of Education

NC Race to the Top Educator Performance Incentives

Adam Levinson, Director, Race to the Top, Department of Public Instruction

Project L.I.F.T.

Denise Watts, Executive Director

Anna Nelson, Co-Chair

North Carolina PTA Parent Involvement Program

Debra Horton, Executive Director

April 19, 2012

SUMMARY OF COMMITTEE PROCEEDINGS

October 4, 2011

Drupti Chauhan, Committee Staff, presented the committee's authorizing legislation, the studies and reports that are due to the committee, and the draft version of the education chapter of the Research Division's Summaries of Substantive Legislation from the 2011 Session.

Dr. Scott Ralls, President of the North Carolina Community College System, spoke to the Committee regarding the Workforce Development Program and the Customized Training Program. He began with a history of the Customized Training Program, noting that it was a forerunner of workforce development programs in North Carolina and across the nation. Over the years, the program has grown in sophistication and now North Carolina has one of the best workforce development programs in the United States. Dr. Ralls mentioned that some of the strengths of North Carolina's Customized Training Program included: 1) a history of close relationships between local community colleges and economic developers, 2) delivery of programs through the 58 community colleges, and 3) a lifetime partnership with North Carolina companies from concept to production to success. He also mentioned some improvements in the Customized Training Program to include: 1) the program not being as over-extended as it was in the past, 2) there being a combining of resources to consolidate programs, and 3) more efficiency.

Dr. Ralls discussed the breakdown between rural and urban projects as it relates to workforce development stating that there are more programs in rural areas, but that the programs in urban areas are often with companies that are adding more jobs. He also noted that more degrees, diplomas, and certificates are coming forth from the workforce development program.

Dr. June Atkinson, State Superintendent of Public Instruction, spoke next regarding the status of alternative assessment strategies and the implementation of House Bill 48 and Senate Bill 479. She reminded the Committee that HB 48 required the State Board of Education and the Department of Public Instruction to consider alternative assessment strategies for measuring academic performance of students and evaluating teachers. Dr. Atkinson explained that this law will have a positive impact on the State because as funds allow, all students will take the diagnostics assessments in the 8th and 10th grades. These diagnostic assessments are designed to determine if students are on target to be remediation free when they get to a community college, a university, or the workplace. ACT, a nationally recognized assessment, will be administered to all 11th graders in March 2012.

Neill Kimrey, Director of Instructional Technology, Department of Public Instruction, and Scott Smith, Chief Technology Officer, Mooresville Graded School District, spoke next about the digital textbooks. Mr. Kimrey began by saying that we are living in a digital world, where students are consuming vast amounts of information on digital devices via the internet. He mentioned an international survey that was conducted where students in the United States identified a lack of digital content as a key factor in keeping them from excelling in their school. Mr. Kimrey explained what a digital textbook is, defined some digital resources, and discussed the benefits of both. He discussed some ways that schools are using digital textbooks and resources now in North Carolina. He also noted several reasons why school districts have not embraced digital and those include a lack of hardware for the students, a lack of sufficient infrastructure, and teachers that have stayed with traditional models. Finally, Mr. Kimrey discussed some short-term and long-term recommendations to move North Carolina towards digital reform.

Next, Scott Smith spoke to the Committee about how the Mooresville Graded Schools is using digital resources. He said four years ago, they made the decision to change the teaching and learning environment by putting a laptop in the hands of every 4th – 12th grader in their district. They added 3rd graders this year. He said the graduation rate in Mooresville Schools has risen from 77% to 91% over the four years of the digital project and out of school suspensions have dropped 64%. Overall composite

test scores went up from 68% to 89% during this period. Mr. Smith indicated that Mooresville Schools has purchased 24 digital resources at an approximate cost of \$35 per student per year.

October 31, 2011

Dee Atkinson, Research Assistant, Research Division, NC General Assembly, gave an overview of the Joint Legislative Education Oversight Committee's website. She noted that the Committee's website is easily accessible through the General Assembly's website and that information on the Committee's website is organized into four folders: Committee Meetings, Committee Membership, Reports to the General Assembly Session, and Reports Received.

Dr. Treana Bowling, Literacy Project Director, SERVE Center, University of North Carolina at Greensboro, described the purpose of the SERVE Center, which is to generate, review and disseminate education-related research. She then outline national trends and common features of current, research-based literacy practices that are successful for improving student literacy outcomes K-12. Dr. Bowling concluded her presentation by highlight key research findings from retention/social promotion studies and implications for establishing policy.

Dr. Christie Cavanaugh, Reading Education Consultant, SERVE Center, shared specific components of reading initiatives from 2 states, Florida and Massachusetts, that have experienced successful growth in student reading proficiency.

Both Dr. Bowling and Dr. Cavanaugh stated that neither social promotion nor retention policies work to help children learn to read. They indicated that evidence-based practices which increase reading proficiency include early childhood programs that emphasize language and literacy, family involvement, systematic assessment strategies, and high-quality, comprehensive reading programs utilizing mentors and reading coaches.

Dr. Rebecca Garland, Chief Academic Officer, N.C. Department of Public Instruction, reported that North Carolina is not statistically different from the national average on the National Assessment of Education Progress in both 4th and 8th grade reading. She described the Department of Public Instruction current K-2 literacy assessment initiative, funded through Race to the Top, which includes the use of hand-held devices such as an I-Pad to track and assess young children's reading progress and needs. This initiative is being implemented in the lowest performing schools, those that are below 70% proficiency in reading. She also described other current literacy-related initiatives such as Response to Intervention, the new teacher evaluation process which looks at teacher content knowledge, and implementation of the Common Core Standards in English Language Arts.

Dr. Garland continued her presentation with a description of "Gateway Program" which was established to end social promotion but eliminated in 2010-11 because NC statutes allow principals to promote a child even though he or she is not reading on grade level. Approximately 94% of children were promoted who were not reading on grade level. She concluded her remarks by offering recommendations to improve student reading proficiency including the use of balanced curricula, common formative and diagnostic assessments, increased rigor for the K-2 literacy assessment, and possibly requiring elementary school teachers to take a dedicated literacy teaching methods assessment prior to becoming licensed.

Dr. Karen Erickson, Professor, Division of Speech and Hearing Sciences, University of North Carolina at Chapel Hill, and Ms. Vickie Smith, Director of Literacy and Professional Development, Orange County Schools presented an overview of a multi-tiered approach to enhancing reading proficiency in kindergarten through third grade in Orange County Schools. This approach included ongoing assessment to target individual child needs in multiple areas of literacy learning, and then targeted instruction to meet those needs. Following two years of implementing this approach, reading proficiency (Level III) increased from 63% to 75% and Level I reading scores decreased from 21% to 10%.

Dr. Steve Amendum, Assistant Professor, College of Education, North Carolina State University provided the Committee with his recommendations on how to increase reading proficiency in NC. His research, observations, and teaching of elementary school teachers, indicates that teachers need additional supports in how to administer and use the results of early literacy assessments, especially those that look at a child's text level skills. He indicated that new teachers do not have adequate preservice training in order to teach children with the highest level of instructional needs to read. He stated that both new teachers and experienced teachers need ongoing professional development in order to effectively teach all children to read. He concluded his presentation by stating that reading policies are most effective when implemented at the school, instead of State or district level, as school personnel are most aware of individual student's strengths and needs.

Dr. June Atkinson, Superintendent, Department of Public Instruction, presented on current initiatives in K-12 relating to college readiness and remediation in higher education. She began her presentation by providing data on the 2009 high school graduating class. There were 86,716 graduates. Of those graduating, 16,456 (19%) entered the community colleges and 30,851 (35%) entered the public universities which is approximately 55% furthering their education. She talked about the definitions of college readiness and career readiness that DPI uses as it relates to the universities and community colleges. She also talked about the K-12 definition of remediation which involves multiple measures including five indicators at the high school level: 1) Course taking patterns, 2) Course grades, 3) Diagnostic assessments, 4) ACT/SAT scores, and 5) Community college scores. Some of the supports in place for K-12 include: diagnostic assessments, credit recovery, personalized education plans, yearly end-of-grade and course tests, and graduation resiliency software. Dr. Atkinson discussed three of the Department's recommendations that she hopes the General Assembly supports and endorses: 1) Implementing fully the diagnostic assessment model, 2) Implementing an academic camp for juniors not on target of being career and college ready, and 3) Using multiple measures of determining remediation at the post-secondary level, such as class rank, class grades, and placement assessments.

Dr. Sharon Morrissey, Senior Vice President for Academic and Student Services and Chief Academic Officer, NC Community College System, spoke next regarding the current initiatives of the community colleges. She began her presentation by providing a description of remediation. The State Board of Community Colleges has adopted a standardized Placement Testing Policy which is used among all 58 colleges so that testing and placement are consistent. Students must take the placement test to determine if they are ready to enroll in college-level English and math courses. Next, she described what a remedial class looks like, how many students enroll in remedial courses, and the cost to the state for remedial courses. Dr. Morrissey discussed some concerns and issues centered around remediation and what they are doing to address those issues. She mentioned some of the next steps include: 1) A complete redesign of the developmental English and Reading, 2) State-level policies being recommended to the State Board to support redesigned developmental education curriculum, and 3) Help from the General Assembly to implement summer boot camps/summer bridge programs to accelerate students' opportunities.

Dr. Judith Rizzo, Director and Chief Executive Officer, James B. Hunt, Jr. Institute for Educational Leadership and Policy, and Dr. Dewayne Matthews, Vice President for Policy and Strategy, Lumina Foundation for Education, spoke about the national efforts on college readiness and remediation. She commended the Committee for focusing on readiness and completeness. This is a huge challenge across the nation, so North Carolina is not alone in addressing this challenge.

Dr. Matthews spoke next about college readiness and remediation. He mentioned that in North Carolina, 1,132,000 (22.8%) working-age adults (between the ages of 25-64) have attended college but never completed a degree. The Lumina Foundation is doing a lot of work in this area to bring those people back to finish what they started which is a big piece to the puzzle. The three questions to focus on when framing this discussion are: 1) When the expectation for most people is college success not just high school success, does that change the way we think about readiness and remediation, 2) Do students, parents, and teachers know what is expected in the K-12 system, and 3) Do the adults who need to upgrade their skills know what is expected. The key issues to addressing these three questions are: 1)

Aligning of standards, assessments, and curriculum between K-12 and higher education, 2) Assessing all high school students for college readiness when there is still time to act, 3) Moving students who are ready on to taking college courses, and 4) Accelerating the adults by focusing on their specific skill shortage.

Dr. Suzanne Ortega, Senior Vice President for Academic Affairs, The University of North Carolina, presented information on the public universities current efforts regarding college readiness and remediation in higher education. She began her presentation by providing the definition of remediation at the University System. She also mentioned that 2009-10 data shows a substantial decrease in the number of students enrolled in remedial courses as oppose to 1991-92. Dr. Ortega discussed five next steps for the UNC System: 1) Working with the new DPI initiative of giving the ACT plus Writing Test to all 11th graders which will provide important data for longitudinal research as those students matriculate into UNC, 2) Continuing to assess the performance of the Community College System transfers into UNC to see how it informs "readiness", 3) Renewing efforts with NCCCS to develop online models for enhancing the preparation of developmental education instructors, 4) Exploring additional opportunities to collaborate with NCCCS to provide developmental course work for UNC students who may need it, and 5) Continuing to explore the most effective placement procedures for students coming to UNC straight from high school or through NCCCS.

Dr. Hope Williams, President, North Carolina Independent Colleges and Universities, provided information on private colleges and universities' current efforts. She began her presentation by providing some background information on the 36 private non-profit colleges and universities. Next, she spoke about the remediation challenges on the campuses. She believes there is more needed than a score on a test in determining students' remediation. Other factors should include: essay writing, interviews, technology literacy, maturity, motivation, and determination. Each of the private colleges has a Resource Center where students can get peer tutoring and get involved in transitional programs. She said that private colleges and universities have several community projects currently in place to help students with college readiness and remediation. Some of these programs consist of summer camps and programs, leadership programs, and Saturday morning academies. She said there is a lot of room for improvement and they are striving for all of their students to be college ready when they enroll.

December 6, 2011

Dr. Courtney Thornton, Research Director, The University of North Carolina – General Administration, spoke to the Committee about REACH NC (Research, Engagement and Capabilities Hub of North Carolina). She shared information about research across the UNC System and explained the origination and purpose of REACH NC. She indicated that REACH NC is a web-based portal that allows people to search university and research institutions on the expertise of university personnel. The four primary audiences benefitting from REACH NC are: faculty members of the university, university administrators, North Carolina Business and Industry, and the general public. She stated that REACH NC was very fortunate to receive some support from the Triangle University Center for Advanced Studies and that portion of funding will support project and data management for REACH NC for the next three years. Next, Dr. Thornton gave a demonstration of the REACH NC web portal. She mentioned that there are profiles from two campuses: North Carolina State University and the University of North Carolina at Chapel Hill. In January, profiles will be added to include additional UNC institutions. The two key goals of the whole process are to make the information as comprehensive as possible and to automate the information as much as possible.

Ann Bryan, Senior Policy Advisor on Early Childhood, Office of the Governor, spoke next about the Race to the Top Early Learning Challenge Grant Application. She mentioned that at the time of this presentation, she did not know if North Carolina would be receiving the grant but there is excitement about the potential and promise of this pending proposal. The grant opportunity came as a joint initiative of the United States Department of Education and the Department of Health and Human Services. There is 500 million dollars in grant money available and five to eight states will be selected to receive the grants. The overall purpose of the grant is to challenge states to build a coordinated system of early learning and

development that ensures that many more children from low income families and disadvantaged children that range from birth to age five have access to dramatically improved early learning and development programs. Ms. Bryan explained, in detail, the process used in developing North Carolina's grant proposal. She said that the Governor assigned the Early Childhood Advisory Council the responsibility of developing the application. On October 19th, the Council submitted an application for \$69,999,121 of grant money (\$70,000,000 is the level at which North Carolina was eligible to apply). Grants awards should be made by December 31st.

Dr. June Atkinson, State Superintendent of Public Instruction, and Adam Levinson, Director of Race to the Top, Department of Public Instruction, presented the current status of Race to the Top. Dr. Atkinson talked about how Race to the Top is giving North Carolina the funds to remodel public education. She discussed what is being remodeled, the guiding principles that are being used for that remodeling, and what will happen after the remodeling is finished. She said that North Carolina's efforts are to reach every single public school and charter school in the State.

Adam Levinson said that North Carolina was well positioned to win the Race to the Top grant and that the State's strategic plan lines up with what Race to the Top was looking for in regards to the application. He mentioned that Race to the Top has goals of intervening in lower income schools, has a strong evaluation component, and has research initiatives from North Carolina State University, the University of North Carolina at Chapel Hill, and the University of North Carolina at Greensboro. Mr. Levinson noted that the original grant application can be found on the Race to the Top website. This website allows access to state and local work that is being done within Race to the Top as well as the budget for the state and local initiatives. Next, Dr. Atkinson spoke about the Race to the Top team that had been assembled as well as the Governor's Education Transformation Committee that was appointed to provide oversight and advisement. She concluded the presentation by talking about what public education should be like after the remodeling. She stated that there should be cost effective technology tools to help meet the rigorous standards that are now in place through the Common Core, graduation rates higher than 85%, students career and college ready and dramatically lower remediation rates, and students above the average in reading and mathematics.

February 7, 2012

Dr. June Atkinson, Superintendent of Public Instruction, presented to the Committee a report outlining the status of the closing of one of the three residential schools and the plan for consolidation of programs as directed by legislation in the 2011 Session of the North Carolina General Assembly. In looking at the three schools, the Department of Public Instruction (DPI) was directed to minimize the cost of modernizing one of the two remaining schools, maximize savings, and minimize the required travel of students from one place in the state to another in order to attend one or more of the schools. DPI held public hearings across the state to gather input. As a result of these hearings, DPI proposed making the Governor Morehead School, located in Raleigh, the satellite school administratively for the school in Wilson. The Governor Morehead School would be used for multiple purposes: 1) Serve students on that campus who are blind, 2) Enter into an agreement with Wake County Schools to use the facility for one of its academies, which would allow DPI to reduce its cost per student by having some shared costs.

Chairman Tillman allowed comments from members of the audience including Superintendent Tata of Wake County Schools. Superintendent Tata indicated that Wake County does have capacity issues and could increase the use and efficiency of the buildings on the campus of the Governor Morehead School.

Kimrey Rhinehardt, Vice President for Federal Relations, spoke next about UNC's Partnership with the Military. Ms. Rhinehardt began her presentation by saying that North Carolina is home to at least two-thirds of all Special Operations personnel. While the Special Operations headquarters is in Tampa, Florida, most of the decisions are made at independent installations across the country. Ms. Rhinehardt outlined some of the things that UNC is doing to partner with the Special Operations Command as well as with conventional forces. She mentioned five senior service college fellows who have a duty station in Chapel Hill for a year while working on a research project as well as a female faculty member from UNC-

Wilmington who is going to be imbedding with the Marine Corps' Special Operations Command's "Raven Exercise". Ms. Rhinehardt stated that the partnership between the military and the UNC System is important because North Carolina's defense economy is in large part based on services and the platform of the Special Operations economy is brains.

Dr. Alisa Chapman, Vice President for Academic and University Programs, The University of North Carolina and Dr. Gary Henry, Carolina Institute for Public Policy presented next on UNC Teacher Quality Research. Dr. Henry began his presentation with a snapshot of the student achievement landscape in North Carolina. He said that North Carolina made more progress than any other state in the decade of the nineties in the area of student achievement and proficiency; however, since that time, this trend has plateaued. He said that the single resource that is in the control of educational policymakers and administrators that most affects student performance is the teacher and the quality of the workforce. Dr. Chapman talked about the strategic priority in The University of North Carolina which is to prepare more and better teachers and school leaders for the public schools of North Carolina. The three strategies that direct and organize the work of this priority are: recruitment, preparation, and new teacher/school leader support. To address each of these strategies, Dr. Chapman talked about some actionable steps being taken to improve the preparation of teacher programs: 1) Establishing a work group to look at the recruitment and selection of candidates into the programs with the thought being that bringing in higher academically credentialed candidates will result in better effectiveness in the public schools, 2) Building an observation instrument for student-teaching and internship experiences which will help with assessing needs for improvement for the candidates before they enter the classroom, and 3) Partnering with DPI through the Race to the Top initiative to help develop and deliver a program of support for new teachers.

Dr. Lynn Harvey, Section Chief, Child Nutrition Services, Department of Public Instruction, presented an overview of the federally-funded child nutrition programs administered by DPI. Dr. Harvey said that these programs are authorized by Congress on a five-year basis, most recently reauthorized in 2010 with priorities to: 1) Increase student access to meals to all children who are eligible to receive them, 2) Increase the accountability for federal funds used to support the programs, and 3) Increase the accountability for nutrition standards in the programs. Dr. Harvey described each of the six programs that are administered in North Carolina: the National School Lunch Program, the School Breakfast Program, the After-School Snack Program, the Seamless Summer Option for Summer Meals, the Special Milk Program, and the Fresh Fruit and Vegetable Program. She briefly talked about the eligibility requirement as well as the application process to determine eligibility.

Beth Wood, State Auditor, Office of the State Auditor, spoke next about the financial-related audit of child nutrition services in the Department of Public Instruction. She said that Senate Bill 415 directed the Auditor to look at if LEAs' participation in the food programs effectively served the intent of the General Assembly and complied with State laws. The audit was conducted through interviews with personnel, observing operations, reviewing policies, conducting a statewide survey, analyzing records, and examining supporting documentation. The findings of the audit concluded that the programs are being administered in accordance with Federal and State laws with one recommendation that DPI keep a better history and tracking of its verification process.

February 8, 2012

Dr. Rebecca Garland, Chief Academic Officer, Department of Public Instruction, and Dr. Sharon Morrissey, Senior Vice President for Academic and Student Services and Chief Academic Officer, NC Community College System, presented to the Committee on the Career and College Promise. Dr. Morrissey reminded the Committee that the Career and College Promise legislation was passed as a part of the appropriations budget in the 2011 Session. She gave a history of how this legislation came about, noting that dual enrollment has been offered since 1983 when the Huskins bill was passed. By 2008, there were 24,650 students enrolled in dual enrollment programs and by 2011, there were a myriad of programs, reporting requirements, and tracking requirements with four different dual enrollment programs and four different sets of guidelines. The 2011 legislation accomplishes two things: 1) Eliminates all of the preexisting rules

for the dual enrollment program, 2) Establishes that students who dual enroll must meet college readiness standard and must enroll in a pathway that leads to college or a certificate.

Dr. Garland discussed the three options described in the legislation: 1) College Transfer Pathway, 2) Career Technical Education Pathway, and 3) Cooperative Innovative High School Pathway. She also spoke about some of the implementation challenges faced in getting the Career and College Promise program in place such as the short timeline, abolishing old programs, communicating the new programs to community colleges and home school parents, and students wanting to participate that might not currently meet the new eligibility standards.

Dr. Sam Houston, President and CEO, NC Science, Mathematics & Technology Education Center, and Karl Rectanus, Leader, NC STEM, addressed the Committee regarding the NC STEM Collaborative. Mr. Rectanus said that the NC STEM Collaborative works in both public and private partnerships around the country and across North Carolina. During 2011, a strategic plan was defined and endorsed by the JOBS Commission and approved and adopted by the State Board of Education. This plan outlines three core priorities with aligned measurable goals: 1) Increasing STEM achievement for students and teachers, 2) Building public understanding and support, and 3) Aligning public and private resources through measurement and co-investment. There are also twelve strategies that accompany these three priorities.

Dr. Houston provided some information on the NC STEM Learning Network which is an outgrowth of the JOBS Commission's advisory council and is aligned with the statewide strategic STEM plan. Some things that are underway with this Network are the development of a State PreK-20 Report Card, the development of a portal or a one-stop site for information, and a need for a public awareness campaign. Mr. Rectanus added that North Carolina's STEM initiative has received recognition from other states and the Learning Network is to be a conduit to some national efforts.

Tom Rudin, Senior Vice President, Government Relations and Advocacy, The College Board, and Patricia Levesque, Executive Director, Foundation for Excellence in Education and the Foundation for Florida's Future, provided an update on advanced placement exams in North Carolina. Advanced Placement is the single largest most rigorous academic program in American high schools. Last year, 2 million students took 3 ½ million AP courses and exams across the country. He referenced a report that would be released later in the day showing that North Carolina came in 16th in the country with 18.4% of its seniors last year securing a passing score on at least one AP exam.

Patricia Levesque presented information on how Governor Jeb Bush increased AP participation in Florida. Florida has been funding AP in its state budget since the 1980's. There is an incentive wherein a school district gets money for every student that passes an AP course. She mentioned teacher professional development as important to the success of Florida's AP program. Florida pays an incentive to teachers for every student that passes an AP exam. The total cost of the incentive program is 3.6 million dollars, and has been in place for more than a decade. In summary, Ms. Levesque said that Florida's partnership with the College Board since 2000 has produced increases in AP course participation and exam success for students, and an increase in college attendance rates and entrance exam test scores.

March 6, 2012

Matthew Wight, Principal, Apex High School, and member of the North Carolina Principals and Assistant Principals' Association Board of Directors, and Todd Lowe, Finance Officer, Randolph County Schools, addressed the Committee regarding House Bill 720, Teacher Prepayment. Mr. Wight stated that HB 720 has been a source of more confusion and anxiety for teachers in the school systems across the state. He hopes that a timely decision is made in order to give teachers ample time to plan and budget. He also recommended flexibility in the law considering the needs of big schools systems may be completely different than smaller school systems.

Mr. Lowe stated that the current language in HB 720 would require districts pay a partial check on August 31st for only the days worked. One of his main concerns is the additional work needed to process partial

checks. For him and his staff, this involves a great deal of overtime work and undoubtedly leads to more errors given the time constraints. Mr. Lowe is also concerned that their current software provider will have to make programming fixes in order to handle partial payments for employees who elect installment pay. The month of December and the Christmas holidays as well as handling medical insurance deductions also present a challenge for Mr. Lowe and his staff as it relates to HB 720. Mr. Lowe states that the necessary language to fix this problem is in the Conference Report for SB 105 and requests that the General Assembly adopts the Conference Report as quickly as possible.

Hugh Hattabaugh, Interim Superintendent, Charlotte-Mecklenburg Schools and Ericka Ellis-Stewart, Chair, Charlotte-Mecklenburg Board of Education spoke next about the Pay for Performance and Teacher Evaluation Measures and Metrics. Mr. Hattabaugh said the classroom teacher is the key to student success and we need to encourage and reward more effective teaching so students learn more. He discussed Charlotte-Mecklenburg Schools' Strategic Staffing Initiative that has been put into place in 26 schools so far. They have seen remarkable improvements in nearly every school, double digit improvement in test scores, and visible changes in school culture. Presently, Charlotte-Mecklenburg Schools are working on developing the best measures of teacher effectiveness that can be incorporated into a comprehensive performance management system so that they are applied across the district and they are looking to align recognition and rewards with high performance.

Ms. Ellis-Stewart stated that as a district, one of Charlotte-Mecklenburg Schools' top priorities is to ensure that students are being taught by highly effective teachers, who are subject matter experts in their content area. Teachers should be paid more across the board. In addition to increasing teacher pay, policy makers need to make sure that school are a more attractive place to work. Offering teachers higher pay, visible respect, strong and supportive principals, and relative professional development will go a long way in stemming the attrition in schools and making teachers feel like valued professionals.

Adam Levinson, Director of Race to the Top, Department of Public Instruction, addressed the Committee regarding the North Carolina Race to the Top Educator Performance Incentives. The goal of the program is to increase student achievement through increased retention of effective teachers in hard-to-staff schools, both rural and urban. A team of researchers from NC State, UNC-Greensboro, UNC-Chapel Hill will be evaluating the program over the period of the Race to the Top grant with reports targeted for late spring 2013 and 2014.

Denise Watts, Executive Director, and Anna Nelson, Co-Chair, both of Project L.I.F.T. spoke to the Committee. Before they begin the presentation, Stick Williams, Co-Chair of Project L.I.F.T. provides background information about the program. He mentioned that this was a public-private partnership that was started by several family corporate community foundations in the area and the conversation included the leaders, such as the superintendent, the chair of the school board, and the chief academic officer in the Charlotte-Mecklenburg Schools.

Ms. Watts stated that the goal of Project L.I.F.T. is to focus on nine schools in one geographic area in Charlotte. Project L.I.F.T.'s model focuses on four main categories: 1) Talent – Ensuring that the most effective teachers and principals are in every school, 2) Time – Ensuring that not only the quality of time that students spend in school is used well, but also the time that students spend beyond the school day, during the summer, and after school, provides them the academic support and enrichment opportunities that they need, 3) Technology – Providing students with access to 21st century tools that are needed to go from the school room to the board room, and 4) Reengaging the community and parents back into the schools. Ms. Watts mentioned other areas that they are pursuing such as the LIFT Academy, single track year round schools, STEM and cultural arts opportunities. She stated that with a \$55 million initiative, there will be a robust monitoring and evaluation system in which they intend to do internal evaluations as well as endorsing a third party external evaluation.

Debra Horton, Executive Director of the North Carolina PTA Parent Involvement Program, spoke next about the PTA Parent Involvement Program. Over 685,000 students in North Carolina are touched each day at their schools and in their community from efforts from North Carolina PTA programs and trainings.

PTAs are formed in public, private, and charter schools as well as in communities of Faith. The Parent Involvement Initiative (PII) is a customized approach for each community to identify and put into place efforts that work for them to increase parent involvement. One of the most successful efforts of PII has been the home visit program and one of the major focuses is the literacy program. Ms. Horton stated that parents, school administrators, and teachers note an increase in parent participation in the schools, reduced absences, better behavior and improved reading scores from work done as part of the PII program in the schools and community.

April 19, 2012

DRAFT

COMMITTEE FINDINGS AND RECOMMENDATIONS

Based on information presented to the Joint Legislative Education Oversight Committee during their regularly scheduled meetings, the Committee makes the following findings and recommendations to the 2012 Regular Session of the 2011 General Assembly:

1. Digital Textbooks

For many students today, technology and digital resources are integrated into every aspect of their daily lives except for educational instruction at school. However, instructional materials in the form of digital textbooks have become increasingly available and can benefit North Carolina students by providing high-quality, up-to-date information that can be customized for students. Digital textbooks also have the potential for cost savings. Despite these benefits, there are some barriers that appear to be hindering schools from using digital textbooks and digital resources including the lack of sufficient student hardware, lack of sufficient infrastructure, and administrators and teachers who are more comfortable with traditional instructional models. The Committee finds that digital textbooks and digital resources can be another tool to assist in raising the academic performance of North Carolina's students, particularly since so many students are very adept with digital devices.

The Committee encourages local school administrative units to continue to explore innovative practices that integrate technology and digital learning devices and resources into classroom instruction. The Committee recommends that the State Board of Education create a Task Force to study: (i) the current Textbook Commission and its authorizing statutes to determine the Commission's effectiveness and (ii) the feasibility of, and methods for, providing digital learning devices for every student and every classroom teacher in grades kindergarten through twelve.

2. 3rd Grade Literacy and Teacher Preparation in Literacy Assessment and Teaching

According to the 2010-2011 North Carolina End of Grade Reading Test, 29.3% of North Carolina public school students are not reading on grade level at the end of third grade. According to the 2011 National Assessment of Education Progress (NAEP), 66% of the State's fourth grade students are not reading proficiently. Reading proficiency is defined by the NAEP as "able to integrate and interpret texts and apply understanding of the text to draw conclusions and make evaluations."

To increase the percentage of children who can read on grade level at the end of third grade and who can use text to learn in fourth grade and beyond, the Committee recommends that the State Board of Education: (i) support consistent, systemic, and systematic use of diagnostic reading measures to inform practice; (ii) increase the amount of learning time for comprehensive, balanced literacy instruction; and (iii) use literacy specialists to support teachers and to work with children needing reading remediation. The Committee also recommends that the State Board of Education work collaboratively with the Board of Governors of The University of North Carolina to revise elementary educator preparation and licensure requirements to ensure competency in teaching all young children to read. In addition, emphasis should be placed on ongoing high quality professional development at the school level to hone elementary teachers' skills in teaching reading.

3. College Readiness and Remediation in Higher Education

There is growing consensus that students who graduate from a North Carolina public high school need to be college ready and that remediation in higher education should be kept to a bare minimum and preferably eliminated altogether. National trends indicate that aligning college-ready benchmarks with K-12 assessments and focusing on college diagnostic assessments in the eleventh grade can help students become college ready and reduce the needs for remediation.

The Committee encourages the State Board of Education to: (i) focus on fully implementing diagnostic assessments in a timeframe that allows students to take classes before graduation that help them become college ready and (ii) implement measures such as academic camps for juniors who are not

demonstrating college readiness. In addition, the Committee supports the use of multiple measures in determining the need for remediation at the post-secondary level including class rank, class grades, and placement assessments. In particular, the State Board of Community Colleges should consider revisions to remedial and development course curriculums as well as shorter timeframes to complete remedial courses such as summer boot camps. The Board of Governors of The University of North Carolina should continue to pursue collaborations with the State Board of Community Colleges and the State Board of Education to align benchmarks, encourage more opportunities to have local community colleges provide remediation to students at constituent institutions, and refine placement procedures for students coming to constituent institutions from a community college or directly from a North Carolina public high school.

Finally, the Committee strongly urges the State Board of Community Colleges and the Board of Governors of The University of North Carolina to review the Comprehensive Articulation Agreement, make necessary revisions, and expedite implementation of any changes in order to remove barriers that currently inhibit students from having seamless transitions from North Carolina community colleges to constituent institutions of The University of North Carolina. The Committee looks forward to learning about the revised Comprehensive Articulation Agreement in the latter part of 2012.

4. North Carolina Residential Schools

The Committee endorses the Department of Public Instruction's recommendation to close the Governor Morehead School for the Blind as a separate school and consolidate its administration and programs with the Eastern North Carolina School for the Deaf, with that school operating a satellite program for students with visual impairments on the campus of the Governor Morehead School. The Committee encourages the Department of Public Instruction to further reduce the recurring budget for the operation of the residential schools with consideration given to various strategies, particularly leasing property at the Governor Morehead School to the Wake County Public Schools. The Committee also recommends that the State Board of Education improve services for children who are deaf, hearing impaired, or visually impaired in the local school administrative units.

5. UNC Teacher Preparation Programs

The Committee finds that continued scholarly research and critical analyses of the various teacher preparation programs in North Carolina are instrumental in honing evidence based practices to continue to improve the quality of the teaching workforce, which in turn will be the catalyst for increasing student achievement. The Board of Governors of The University of North Carolina should stay focused on its stated priority of "Preparing More and Better Teachers and School Leaders for North Carolina Public Schools" by recruiting high quality teaching candidates and improving teacher preparation programs. The Committee urges the Board of Governors to ensure that the teacher preparation programs at the various campuses incorporate evidence based recruitment practices and skills-based preparations that are utilized by highly successful programs such as Teach for America.

The Committee also strongly recommends that the Board of Governors of The University of North Carolina concentrate on innovation in teacher preparation programs across the constituent institutions to meet the needs of a changing workforce and changing student needs in the classroom. The Board of Governors should ensure that the teacher preparation programs at the various constituent institutions make it a priority to partner with public schools throughout the State to develop, pilot, and evaluate innovations and provide sustained support, particularly to new teachers and school administrators at the school building level in low-performing public schools.

6. Advanced Placement Courses in North Carolina

The Committee finds that Advanced Placement (AP) courses may help increase the number of science, technology, engineering and mathematics (STEM) graduates because research indicates that students who take AP math and science courses in high school choose to major in STEM fields in college at higher rates than other students, and tend to perform at higher levels in college math and science courses. Research also indicates that students scoring 3 or higher on AP exams may be able to enter college with college credits, making them more likely to graduate in the standard time of four years and resulting in

cost savings to both their families and the State. However, the Committee finds that at this time, access to, and participation in AP courses is not equal across the State or across various student groups.

The Committee strongly encourages the General Assembly to consider various strategies to increase participation in AP courses.

7. Teacher Prepayment

During the 2011 Session, the General Assembly enacted S.L. 2011-379, The School and Teacher Paperwork Reduction Act, which prohibited local school administrative units from prepaying teachers on the monthly pay date for days not yet worked. The Committee finds, however, that under the new law, a number of implementation issues have arisen for local school administrative units. As a result, the Committee recommends further study of the issue with input from interested stakeholders and recommends the repeal of the prohibition on prepayment. See attached **LEGISLATIVE PROPOSAL I: 2011-RQz-9**.

LEGISLATIVE PROPOSAL I

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011**

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BILL DRAFT 2011-RQz-9 [v.2] (04/27)

**(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
4/13/2012 3:10:19 PM**

Short Title: Repeal Prohibition on Teacher Prepayment. (Public)

Sponsors: Unknown.

Referred to:

1 A BILL TO BE ENTITLED
2 AN ACT TO REPEAL THE PROHIBITION ON TEACHER PREPAYMENT
3 PROVISION IN THE SCHOOL AND TEACHER PAPERWORK REDUCTION
4 ACT OF 2011 AS RECOMMENDED BY THE JOINT LEGISLATIVE
5 EDUCATION OVERSIGHT COMMITTEE.
6 The General Assembly of North Carolina enacts:
7 **SECTION 1.** Section 5 of Session Law 2011-379 is repealed.
8 **SECTION 2.** This act is effective July 1, 2012.
9