

Approved
9/11/12

DRAFT MINUTES

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

April 19, 2012

The Joint Legislative Education Oversight Committee met on Thursday, April 19, 2012, at 9:00 a.m. in room 1228 of the Legislative Building. Representative Linda Johnson, House of Representatives Co-Chairwoman, presided. The following Senators were in attendance: Senator Jerry Tillman, Senate Co-Chairman; Senators Brock, Preston, Rucho, Soucek, and Stevens. The following House members were also present: Representative Bryan Holloway, House Co-Chairman; Representatives Brandon, Goodman, Hilton, Langdon, Lucas, Pridgen, and Stam. The following members of the Committee Staff were in attendance: Dee Atkinson, Drupti Chauhan, Patsy Pierce, Kara McCraw, and Sara Kamprath. Joanna Hogg, Legislative Assistant for Representative Linda Johnson, served as the Committee Clerk. Members of the sergeant-at-arms were present.

Chairwoman Johnson convened the meeting and welcomed everyone. She introduced the House and Senate sergeant-at-arms.

Chairwoman Johnson noted that today a group of Superintendents would be presenting. She introduced Superintendents Dr. Jeff Cox with Alleghany County Schools, Michael Bracy with Jones County Schools, Dr. Jeffrey Moss with Lee County Schools, and Dr. Donald Martin with Winston-Salem/Forsyth County Schools.

Superintendent Dr. Jeff Cox began by thanking the Chairs for allowing him to present to the Committee. He stated that he was going to share a few highlights of positive things he has going on in his school district, and share some concerns he has regarding their budget. Superintendent Cox started by directing Members attention to his slideshow. (See presentation material in Members' notebook) Despite the tough budget Alleghany School System was allotted, they doubled down their efforts to secure grant funds and have been successful in doing that over the last three years. Between the 21st Century Community Learning Center grant, the Europe grant and the NC Quest grant, they were able to plug in a little over 1.5 million dollars to help offset some of the short falls they have had.

Alleghany schools have continued professional development in despite of staff funds being reduced by the State. Just before the budget crisis hit, Alleghany schools were able to obtain a sufficient amount of technology. For example, they have smart boards in every classroom. In addition, Alleghany schools have discovered that multi-grade classrooms have been effective for them. Although teachers were not in favor of the idea at first, it has been working well. Teachers have adjusted and found ways to take advantage of the situation.

Dr. Cox provided a chart that shows the decline in funding over the last several years. (See presentation material in Members notebooks) Dr. Cox added that part of the problem with discretionary cuts is that they are running out of places in their budget to cut. In result, it has been employees who were cut. The slide Dr. Cox next showed was from 2008-2009 to 2011-

2012 where the state cut from Alleghany County a little over 1.2 million dollars. The total staff that they actually paid in 2009 was 318 people. In 2011-2012, they only paid 268 people. Some hidden costs that they have also had to endure are the retirement costs. In February of 2009, they spent \$965,000 in monthly wages per month on pay roll. By 2012 due to the cuts they have made they spent \$828,000 in monthly wages. In terms of retirement, that cost had increased from \$78,000 to \$108,000. Health insurance costs have gone up even though they have substantially less people.

Dr. Cox asked teachers to give any kind of tangible stories that he could share with the Committee. One of his AIG teachers likes to do many hands-on activities in the classroom. She wanted to do a unit on teaching her kids about earthquakes. The lesson involved putting together Jello, toothpicks and marshmallows. It cost about \$16 a class. She has five classes. That \$90 comes out of her own pocket because with the cuts they have had on supplies, the school system could not provide her the money.

Dr. Cox thanked members again for allowing him to present to the Committee.

Rep. Johnson then introduced the next presenter, Superintendent Michael Bracey with the Jones County School System.

Mr. Bracy began by thanking Members for allowing him to present to the Committee. He first wanted to address the e-mail he received from the NC General Assembly Research Division that stated, "The Chairs would like to hear about the strategies and best practices that Jones County Schools have been using to bring success in education. In addition, recommendations on best practices to the General Assembly that could be used in other LEA's or could be scalable statewide. The Chairs would also like for the Superintendent to briefly discuss the impact of the budget on the LEA."

Mr. Bracy explained that 85% of the students in Jones County Schools are eligible for free or reduced lunch. He brought the Members' attention to his slide show (see presentation material in Members' notebook) to show a chart with Jones County schools and North Carolina schools EOG tests scores percentages. The chart shows that Jones County Schools' percentage being higher than the States' percentage in all EOC test subjects. Jones County schools dropout rate for 2008 was 3.9% while in 2011 was 2.04%. Their graduation rate in 2008 was 54.3% while in 2011 was 77%. The teacher turnover rate in 2008 was 25.6% and in 2011 was 14%.

The years 2011 – 2012 accomplishments for Jones County Schools include:

- The first time in history, grades 3-8 performed above the state average in reading and math.
- The four-year cohort graduation rate climbed to an all-time high of 77%, up from 54.3% in 07-08.
- Their high school out performed all other high schools in the region with the exception of Havelock and Croatan High Schools.
- Jones County Public Schools dropout rate declined by 30% from 2008 to 2011.
- Jones County Public Schools and Maysville Elementary Schools named Schools of Distinction.

- Jones County Public Schools received State Superintendent's award for North Carolina Turnaround Performance.

The total operation budget for Jones County Public Schools is \$12,496,041. Mr. Bracy showed the break-up of that funding between local, federal, and state. The second round of stimulus funds (Edujobs) will end June, 2012. They are currently paying for five school secretaries and one custodian with that stimulus funding. Jones County Public Schools face a budget reduction in 2012-2013 of \$230,224 in federal stimulus dollars and \$380,134 in state funding due to an increase in the state's negative reserve. The total reductions in Federal and State Dollars for 2012 – 2013 are \$610,358.

Positions that were cut in the Jones County Public Schools system include 1 Public Information Officer, 4 Clerical positions at central office, 3 clerical positions in schools, .5 central office custodians, one school custodian, 14 teacher assistants, 18 teachers, 1 counselor, 1 speech teacher, and 1 psychologist. Other reductions in the past four years in Jones County Public Schools include: Teacher Assistant's pay changed from salary to hourly, from 8 hours a day to 7.1/2 hours a day, eliminated the Alternative Learning Center, Increased class sizes causing combination classrooms, combined high school and middle school bus routes, and board members have not attended national conference in the last two years.

Mr. Bracy thanked Members for allowing him to present to the Committee.

Rep. Johnson then introduced the next presenter, Superintendent Dr. Jeffrey Moss with the Lee County School System.

Dr. Moss first thanked the Members for allowing him to speak to the committee. Dr. Moss gave an overview of the population in Lee County. (See presentation material in Members' notebook) The Graduation rate between 2009-2011 has improved from 70.7% to 80.4%. In addition, Dr. Moss informed Members that Lee County decided to increase their expectations at the middle school level. Prior to last year, they were not offering English I to eighth graders. They now have over 80% of their eighth graders taking English one. Ninety four percent of eighth graders are proficient on the EOG in Algebra and over 97% proficient in English I on the EOG. Between 2010-2011 and 2011-2012, they have increased the number of high school AP courses taken from 569-849.

Every child from grades 3-12 has a laptop that they use instructionally. The laptops have proved to be efficient in a number of ways including saving money on textbooks/workbooks, up to date instructional information, E-Books, and Rosetta Stone. Lee County schools has partnered with private/public businesses to provide merit pay for teachers based on student academic performance. Lee County has also created a forum for an advisory committee for economic competitiveness that has developed a curriculum to be taught in classrooms that are targeted to eliminate the Skills Gap with Business and Graduates.

Dr. Moss then began to talk about the budget impact on Lee County Schools. From 2009 – 2012 they have lost 45 full-time positions. The class size has remained the same due to reorganization of support positions. Discretionary cuts have caused the elimination of services to students. For

example, AIG no longer has a teacher for small group instruction outside of their regular classrooms. The teacher has been placed back in a regular class.

Dr. Moss ended by stating that the leadership has the power to end the giving of funds with one hand and taking them back with the other and to keep the allotment formulas in place for all categories and eliminate the LEA Adjustment. Dr. Moss again thanked Members for allowing him to speak to the committee.

Rep. Johnson then introduces the next presenter Superintendent Dr. Donald Martin with the Winston-Salem/Forsyth County School System.

Dr. Martin thanked Members for allowing him to present to the Committee. Dr. Martin stated that they have 53,000 students in the Winston-Salem/Forsyth County School System. He mentioned that they have never had a fund balance. After the past three years of budget cuts, their new county manager and their county commissioners said that if they end up with any money after the end of this year they will let them keep it. Therefore, after this year, they will have some money left over for the first time ever.

Dr. Martin provided a slideshow for the members (See presentation material in Members' notebook) showing their total funding for the last three years divided into State, local, and federal. From 2008-2009 to 2011-2012 the total amount of Per-Pupil funding went from \$8,685 to \$8,013 which is a \$672 reduction. The 2011-2012 budget reductions for Winston-Salem/Forsyth County School System totaled to \$12.8 million. Those reductions are in addition to the \$13.5 million in funding reductions the two previous years.

In addition to the funding cuts, there is reduced planning time for high school teachers; increased class sizes in middle schools; elimination of elementary foreign language instruction; elimination of a media coordinator in each high school and eight guidance counselors; K-12 added back a media clerk; fewer PE, music, and arts specialists in the elementary schools; and reductions in assistant principal positions.

\$10.7 million of federal stimulus funds expire in 2011-2012. \$2.6 million of additional LEA adjustments are already adopted. Additional costs for matching retirement and health insurance are already adopted. Some additional State funding is projected due to enrollment growth and new schools. Some additional county funding is projected due to enrollment growth and a proposed funding formula (\$1.5 million) the shortfall now is projected at approximately \$4 million. The board expects to end 2011-2012 with enough local fund balance to delay, for at least one year, any additional major budget cuts.

The Winston-Salem/Forsyth County School System Budget Recommendations for short session are to initiate a systematic reduction in the LEA adjustment. Additional textbook money may be used for software, online books, or teaching materials. For the long session, they will address structure of the teacher salary schedule by examining 15-year versus 30-year schedule coupled with performance pay. They will also revisit the funding formula study commissioned several years ago – many of the recommendations promote equity and fairness in the distribution of funds to school districts.

Dr. Martin described the best practices, which includes EVAAS, which is a three-year composite improvement of evaluation process, the STAR3 Teacher Incentive Grant, US Dept. of Education, Project ENRICH, Piedmont Triad Leadership Academy and Haberman Screening Process. Dr. Martin went on to talk about quality standards and assessments. He began with Systems thinking. Students use 13 systems thinking tools to better understand the standard course of study – local Race to the Top Funds. Also, Professional Learning Communities (Teacher collaboration is the key to student success for all students).

Winston-Salem/Forsyth County School System has been successful in turning around their lowest achieving Schools. Magnet Schools received three National Magnet Schools Grants. In three years, graduation rate improved from 70.8 to 78.8. In addition, Winston-Salem/Forsyth County Schools are using data systems to improve instruction. For example they are using Learning Village – Curriculum Support Repository (online lesson plans), A formative Assessment Management System (District wide Blue-Diamond tool manages quarterly student assessments), Early warning tracking system to identify middle school students in danger of dropping out of school, and SAS Data Warehouse (User friendly data system used by principals and central office staff).

Senator Tillman thanked the Superintendents for coming. Senator Tillman commented that he thought the Superintendents were going to come to the Committee and tell the Members that they were falling down on their job with all the discretionary cuts that have been made. What he heard instead was that despite the discretionary cuts test scores are improving and the dropout rates are lowering and schools have made great progress. Also, he understands the cuts have taken a toll and there needs to be something done to address that.

Superintendents answered questions asked by Members.

Rep. Johnson thanked the Department of Public Instruction and Superintendents for coming and for their recommendations.

Next up is the North Carolina Department of Public Instructions CFO - Phillip Price, who is going to speak about North Carolina's online teacher licensure system. He thanked Members for having him.

Mr. Price stated that the idea of the licensure system is that they are going to implement a system that is going to streamline the interaction between the Department of Public Instruction and teachers. A little bit of background about the current system is that it is currently a manual based system that involves a lot of paper work. Teachers had to know the process, which was confusing. Fifty thousand applicants on average are received a year. The request usually takes a few hours.

The Department of Public Instruction decided to put a new system in place. They used the balances of funds in their licensure receipts to be able to implement the new system. The goal is to have everyone know how to use the system easily. The Department of Public Instruction has a bill in place to try to get rate adjustments that will be able to sustain the system.

Mr. Price then introduced Brad Cranford - Director of Technical Solutions with Iron Data, which is a leading software provider in North America. Mr. Cranford provided a brief demo of some of the functionality they are building with the Department of Public Instruction to place online for teachers to access systems to obtain their teaching license.

The first aspect is how the teachers determine what they should be applying for. Iron Data created a product called BizGuide that is fully customizable by the Department of Public Instruction to change and evolve as the requirements change over time. The process includes answering a series of questions that, based on the teacher's answers, will provide them with more questions to get them to the place they need to be. It narrows down to determine what license the specific person is applying for. He showed the Members examples from the actual software.

Mr. Cranford thanked Members for allowing him to speak. Mr. Cranford answered Members questions.

Chairwoman Johnson then introduced Drupti Chauhan who shared the 2012 draft report for the Joint Legislative Education Oversight Committee.

Ms. Chauhan asked Members to turn to page 13 where the Committee's findings and recommendations are. (See presentation material in Members notebooks) The recommendations are based on the information that was presented to the Committee.

The first recommendation was digital textbooks. The committee would recommend that the state board would create a taskforce to study the current textbook commission and the authorizing statutes that determine the commission's current effectiveness, and look at methods for providing digital textbooks for every student and classroom teacher in grades k-12.

The second recommendation dealt with 3rd grade Literacy and Teacher Preparation in Literacy Assessment and teaching. The Committee would recommend that the state board would support the use of diagnostic reading measures to inform practice, increase the amount of learning time for literacy instruction and use literacy specialist to support teachers specifically with kids that need reading remediation. The Committee further recommends that the state board of education work collateratively with the board of governors to revise elementary educator preparation and licensure requirements.

The third recommendation included college readiness and remediation in higher education. The committee encourages the state board of education to focus on fully implementing diagnostic assessments in a timeframe that allows students to take classes before graduation that help them become college ready and implement measures such as academic camps for juniors who are not demonstrating college readiness. Also, 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 NC Community Colleges to constituent institutions of the University of North Carolina.

The fourth recommendation included 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 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.

The Fifth recommendation dealt with UNC 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 skill-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 sixth recommendation included advanced placement courses in North Carolina. The Committee strongly encourages the General Assembly to consider various strategies to increase participation in AP courses.

The seventh recommendation included Teacher Prepayment. The Committee found that under the new law a number of implementation issues have arisen for local school administrative units. The committee recommends further study of the issue with input from interested stakeholders and recommends the repeal of the prohibition on the prepayment.

Ms. Chauhan answered questions asked by Committee Members.

Chairwoman Johnson asked for a motion. Senator Brock moved that the Committee adopt the report and that staff be given the authority to make any technical changes needed. The Committee report was ruled favorable and adopted.

Chairwoman Johnson then introduced the next presenter Jo Ann Norris with the Public School Forum.

Ms. Norris thanked Members for allowing her to present to the Committee. Ms. Norris provided a slideshow on Lessons from Finland for the Members. (See presentation material behind tab 5 in Members notebooks). The goals for the "Learning From" series were to see what educationally high-performing countries are doing and to bring home the best practices that could be adapted to North Carolina's educational system.

Finland's educational system is more different from that in the United States from any yet studied. They have a daycare program beginning for children as young as 8 months old and continuing to age six. For every student under the age of three there is one trained educator and two nurses. For every 20 students between three and six there is one trained educator and two nurses.

The differences between Finland and North Carolina:

- At age six, a voluntary pre-school year is offered.
- Neither the day care nor the preschool programs formally “teach” letters, reading or math. The focus is on Socialization, preparing to go to school and working in groups.
- Formal school does not start until age seven.
- High-stake tests are not administered in elementary school or in North Carolina’s equivalent of middle school, or junior high. In classrooms, teachers usually administer tests; however, the purpose of testing is diagnostic and is used to better individualize instruction.
- At the end of the ninth grade, students have an option to leave school. Compulsory education ends at the ninth grade.
- Unlike North Carolina, students are separated at the high school level. Some will attend occupational/technical schools; others will attend gymnasiums, or academic high schools preparing students for college.

In Finland, high performance begins with teachers. All elementary and secondary teachers are required to earn masters degrees. Degree programs are a rigorous blend of research and practical experience. The quality of teachers in rural and low-income areas of Finland is no different from that of its cities.

Finland attracts the best and brightest high school graduates into teaching. There are 6,000 applicants for 660 teacher-training openings. Teacher candidates are selected; they do not select themselves. Salaries benchmarked to other professions and teachers treated as professionals; have time for planning, working with colleagues, and time to grade papers at school.

The move to build the capacity of teachers was accompanied by a decision to raise expectations for all students. All students are expected to meet rigorous educational standards in the first nine years of education. Finland has one of the world’s narrowest performance gaps between low and high-income students.

Finland frontloads special education formal meetings with parents when the child is two and 5 years old. Special attention is brought to hearing, speech defects, and learning disabilities. Remedial steps are prescribed. Every child gets special assistance where and when they need it. Early diagnosis brings focus on health and learning disabilities that may interfere or slow learning in later years.

Staffing ratios and focus on overall health/mental educational well-being continue throughout middle school and into high school. Two hours of counseling per week is required in middle school. Due to extensive counseling, students make informed choices about further schooling.

Upper secondary school is separated into two tracks – academic for those planning on attending college and occupational / technical for those preparing for the world of work. Over 90% of Finnish students continue after they turn 16. They either pursue further education. Finland’s dropout rate is very low. Ninety three percent of students graduate from secondary school.

Education in Finland reflects the country's economic aspirations. By building its educational foundation and gearing its occupational/technical high schools to jobs of the future, Finland has positioned itself as a competitor. Finland's increase in education attainment levels began to grow in the 1970's when the county began to focus on building an excellent system of education. The array of choices offered to students entering high school most likely account for Finland's high graduation rate. In 2008, Finland had a graduation rate of 93%; compared to 76% in Canada and 77% in the US.

Finland uses tests for teaching diagnostics, not for keeping score. Finland does not have end-of-year or end-of-grade tests. They also do not release scores that rank school systems and school buildings. Matriculation tests are used to determine college admissions and are the only tests announced to the public. The teacher uses classroom tests for diagnostic purposes. Certain subjects not "forced out" because they are not tested; students all take foreign languages, music, art, geography, and other cultures.

Finland prides itself in trusting their educators. The Finns presume that their well-prepared teachers are doing their jobs. Educational policies are left largely to educators. There is little disagreement among the numerous political parties about education issues. The Union is strong but does not participate in political activity. It is union leaders' job to work with whichever party is elected.

Finland's high standing educational performance took many years. They have the world's most comprehensive early education and early diagnosis preschool program.

Ms. Norris thanked Members' again for allowing her to present. Ms. Norris answered Members questions.

Chairwoman Johnson thanked Ms. Norris for her presentation.

Chairwoman Johnson adjourned the meeting.

Joanna Hogg, Committee Clerk

Representative Johnson, Chairwoman

Summary of Allegheny County Schools' Financial Challenges (2008-present)

Mandatory Reversions (LEA Adjustment)

2008-09	\$118,478
2009-10	\$236,853
2010-11	\$311,039
2011-12	\$421,463
2012-13	\$494,239 (Projected)

Overall State Funding Cuts

2008-09	\$11,583,860
2011-12	\$10,369,389
Total Cuts	\$1,214,471

Some Specific Areas With Significant Cuts

	<u>2008-2009</u>	<u>2011-2012</u>
Classroom Teachers (001)	75 positions	61.93 positions (after Discretionary Cut)
School Bldg Admin (005)	68 months	63 months
Instructional Support (007)	8 positions	7 positions
CTE (013)	119 months	111 months
Textbooks (000)	\$106,561	\$19,885
Mentor (022)	\$10,682	\$ -0-
Staff Development (028)	\$40,201	\$ -0-
Incentive Awards (033)	\$166,067	\$ -0-
Classroom Materials (061)	\$93,945	\$48,369
Improving Student Acct (072)	\$33,381	\$ -0-

ARRA Funding

Expired as of Sept 30, 2011:

Education Stabilization	\$482,559 (2009-10)
	\$498,440 (2010-11)
Title I	\$226,292
Title I – SI	\$62,558
EC	\$320,960
EC Pre-K	\$12,626
Education Tech	\$6,393
Child Nutrition	<u>\$22,193</u>
	\$1,632,021

Expiring as of Sept. 30, 2012:

EduJobs	<u>\$370,906</u>
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\$2,002,927 Total ARRA Funds Used

Impact on Personnel

2008-2009	Total Staff	318
2011-2012	Total Staff	268
Total Positions Cut = 50		
2008-2009	Full-time staff	267
2011-2012	Full-time staff	218
Total Full-time Staff Cut = 49		

Other Considerations:

We have become dependent upon competitive grants to fund the basics of our school program. As these grant funds run out at the end of this school year, we are going to be left with an even larger challenge in maintaining our basic services to students.

NORTH CAROLINA JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

Thursday, April 19, 2012 9:00 am – 12:00 noon

10 minute presentation on strategies and best practices bringing about success in Lee County and scalable statewide

1. Overview of Lee County

- a. 21% African American
- b. 30% Hispanic (growing 3% per year last 3 years)
- c. 42% White
- d. 7% Other
- e. 65% Free/Reduced Lunch
- f. Selective Measures
 - i. Graduation Rate (between 2009 and 2011 the 4 year cohort rate has improved from 70.7% to 80.4%)
 1. African American (from 70.6% to 81.2%)
 2. Hispanics (from 61.5% to 75.7%)
 3. Economically Disadvantaged (66.6% to 78.2%)
 4. Males (65.1% to 78%)
 5. Females (76.8% to 83%)
 - ii. Middle School (comparison from 09-10 to 11-12 school year)
 1. English I
 - a. Increased AA from 0 to 110
 - b. Increased Hispanic from 0 to 111
 2. Algebra I
 - a. Increased AA from 28 to 87
 - b. Increased Hispanic from 36 to 111
 - iii. AP Courses
 1. Between 10-11 and 11-12 increased the number of high school AP courses taken from 569 to 849
 2. Between 10-11 and 11-12 increased the number of AP courses taken by African American students from 51 to 92 and the number taken by Hispanic students from 71 to 139.

2. Digital Learning

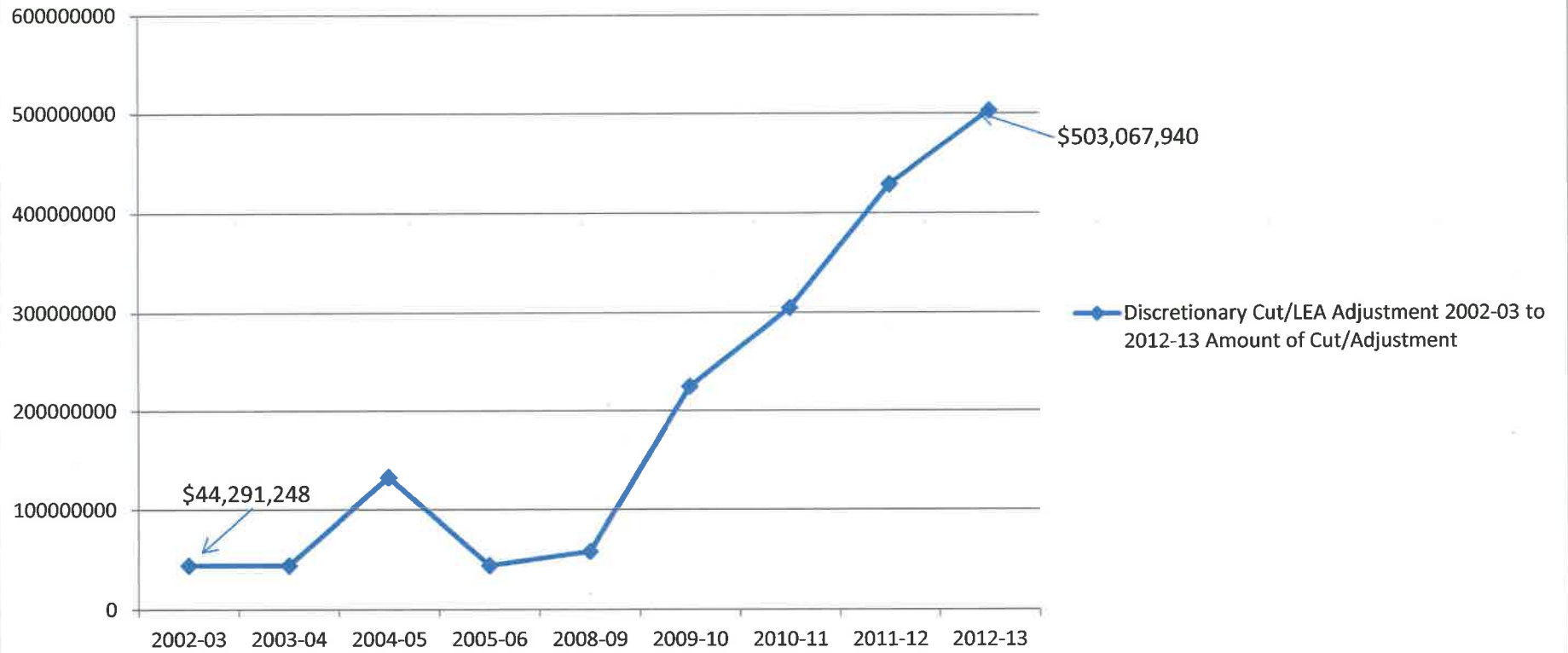
- a. 1:1 Laptops
 - i. Save on textbooks, copies, consumable workbooks
 - ii. Up to date instructional information
 - iii. Curriculum moving to the cloud (saves on technicians and hardware costs)
 - iv. E-Books
 - v. Rosetta Stone (access to 25 languages)

3. Head of Class
 - a. Private/Public Partnership
 - b. Merit Pay Plan for teachers based on student academic performance
 - c. Created a forum for an advisory committee for economic competitiveness
 - i. Developed curriculum to be taught in classrooms
 - ii. Targeted to eliminate the Skills Gap with Business and Graduates
4. Budget Impact
 - a. Lee County Employment Numbers
 - i. 09-10 = 1278 full time employees, 11-12 = 1233 full time employees; 45 full time positions lost
 - b. Class size has remained the same due to reorganization of support positions.
 - i. Moved curriculum coaches in the classroom
 - ii. Moved AIG pull out teachers in the classroom
 - iii. Through attrition move other support positions in the classroom
 - c. Discretionary Cut/LEA Adjustment
 - i. Began 02-03 school year
 1. State totaled 44 million, Lee County returned \$260,697
 - ii. Proposed for 12-13
 1. State 503 million (1,043% increase), Lee County 3.3 million (1,270% increase)
 - iii. These cuts have caused the elimination of services to students. For Example: AIG no longer has a teacher for small group instruction outside of their regular classroom; the teacher has been placed back in a regular class.
 - iv. We have treated a generation of students unfairly. This is the generation in our workforce. WE HAVE TAKEN AWAY THEIR ABILITY TO COMPETE AND OUR BUSINESSES TO COMPETE THROUGH THE INADEQUACIES OF THE STATES FUNDING FOR PUBLIC EDUCATION. How many more generations will we lose?
5. Proposed Funding Structure
 - a. The LEA Adjustment is not a republican initiated cut to public education, it started under the democrat leadership; but this leadership has the power to end the giving of funds with one hand and taking them back with the other. No more shell games for public education funding.
 - b. Keep the allotment formulas in place for all categories and eliminate the LEA Adjustment.
 - c. Describe the Funding Structure.

Provide handouts on Lee County and State Discretionary/LEA Adjustment

Provide handouts on Head of Class

State Discretionary Cut/LEA Adjustment 2002-03 to 2012-13



Lee County Discretionary Cut/LEA Adjustment 2002-03 to 2012-13

