R. Johnson

Joint Legislative Education Oversight Committee

Report To The 1991 General Assembly 1992 Session

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May 26, 1992

TO THE PRESIDENT PRO TEMPORE OF THE SENATE, THE SPEAKER OF THE HOUSE OF REPRESENTATIVES, AND MEMBERS OF THE 1992 GENERAL ASSEMBLY:

The Joint Legislative Education Oversight Committee, G.S. 120-70.80 et. seq., submits for your consideration its report to the 1992 regular session of the 1991 General Assembly. Included in our recommendations is a response to the Legislative Research Commission's charge that the Committee study and report to the 1992 regular session on the issue of Public School Administrator Training (1991 Session Laws, Ch.754, sec. 2.1(53)).

Respectfully submitted,

Ed N. Warren

Senator Ed N. Warren
Co-Chair

Anne Barnes

Representative Anne C. Barnes
Co-Chair

LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

(1989 Session Laws. Chapter 1066. Sec. 115)
(G.S. 120-70.80 through G.S. 120-70.82)

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Eula M. B. Turner, Committee Clerk

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MINUTES AND REPORTS RECEIVED BY THE COMMITTEE ARE ON FILE IN THE LEGISLATIVE LIBRARY.

ACKNOWLEDGEMENTS

The Committee would like to thank all those who made reports to the Committee including:

Jim Barber, Assistant State Superintendent for Finance - Department of Public Instruction
Bill Brown, Director of Accountability Services - Department of Public Instruction
Sarah Fuerst, Staff Attorney, Bill Drafting Division
Lee Hall, Superintendent of Edgecombe County Schools, Tarboro, North Carolina
Jim Johnson, Senior Fiscal Analyst, Fiscal Research Division
John Kinlaw, Assistant Superintendent for Personnel Services
Johnnie McLaughlin, Director of Student Services - Department of Public Instruction
Mark Musick, President, Southern Regional Education Board
Jim Newlin, Analyst, Fiscal Research Division
Sammie Campbell Parrish, Assistant State Superintendent for Program Services - Department of Public Instruction
Robert Phay, Executive Director, Principals Executive Program, Institute of Government
Jay Robinson, Vice President for Public Affairs, University of North Carolina System
William Shipp, Principal of Westover Senior High School, Fayetteville, North Carolina
Barbara Tapscott, State Board of Education Chair
Suzanne Triplett, Assistant State Superintendent for Research and Development - Department of Public Instruction
Charles Weaver, Assistant State Superintendent for Auxillary Services
Joe Webb, Director of Curriculum and Instruction - Department of Public Instruction
Kay Williams, Chief Consultant, Department of Public Instruction

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

REPORT AND RECOMMENDATIONS TO THE 1991 GENERAL ASSEMBLY, 1992 SESSION

Joint Legislative Education Oversight Committee
Report to the 1991 General Assembly, 1992 Session

I. Committee Structure and Purpose

The Joint Legislative Education Oversight Committee was created during the 1990 regular session of the 1989 General Assembly. It is a permanent committee; sixteen legislative members are appointed to two year terms, eight members from each of the two chambers.

The Committee's charge is to improve public education. It has authority to consider education issues ranging from kindergarten through higher education. Specifically, G.S. 120-70.81, directs the committee to:

1. Study budgets, programs and policies of all education agencies; and aid in the development of integrated methods of institutional accountability;

2. Examine the Basic Education Program and the School Improvement and Accountability Act of 1989 to determine whether any changes need to be made in implementation, policy goals and funding patterns;

3. Study out-of-state education initiatives to glean implications for North Carolina; and

4. Study any other educational matters necessary to fulfill the committee's charge.

The Committee may make interim reports to the General Assembly which may include proposed legislation.

In addition to its statutory charge, three studies were referred to the Committee by the Legislative Research Commission for action prior to the 1993 General Assembly:

1. Education and Training of Nurses and Shortage of Nurses
   [1991 Session Laws, Ch. 754, Sec. 2.1(9)]
   The committee deferred study on this issue.

2. Public School Administrators

   [1991 Session Laws, Ch. 754, Sec. 2.1(59)].
   This study was taken up by the committee and is discussed in Section III. 4. of this report.

3. Length of School Year and Compulsory School Attendance
   Ages [1991 Session Laws, Ch. 754, Sec. 2.1(39)].
   The committee deferred study on this issue.

II. 1991 - 1992 Activities of the Committee

The Committee met monthly from November 1991 through May 1992. It heard several general presentations on education programs and issues affecting North Carolina including:

A review of North Carolina education reform in the eighties;

A summary of the history and progress of the Basic Education Program and the School Accountability Act of 1989;

An explanation of the State's textbook program;

A review of school finance litigation in the State;

The End of Course and End of Grade Testing Program;

The Effective Schools program;

The Principals Executive Program;

Parental involvement in schools;

A report by the Southern Regional Education Board on education trends in the region; and

An update on The University of North Carolina's report to public high schools on freshman performance.

The Committee reviewed the implementation of several 1991 legislative enactments including the supplemental funding formulas for small and low wealth counties; outcome-based education; and the low performing school units legislation.

III. Reports Received by the Committee

The Committee received the following statutory reports. These reports are available for review along with the committee minutes in the Legislative Library.

1. Basic Education Program - Benchmarks to Measure the Progress of Implementation by Local Boards.

   This report, which is mandated by Chapter 689, s. 196(b) of the 1991 session laws is an annual report to be made by the State Board to the Education Oversight Committee. It was received at the Committee's December 18, 1991 meeting and will be due February 1, 1993 and annually thereafter.

   Assistant State Superintendent for Program Services, Dr. Sammie Campbell-Parrish and Dr. Joe Webb, Director of Curriculum and Instruction made the report on behalf of the Board.

   In summary, it was reported that "in general, LEAs report a high degree of Standard Course of Study curriculum implementation in the areas of communication skills (i.e. reading, writing and oral language), mathematics, science, social studies and vocational education." Implementation of the Standard Course of Study was not as consistent statewide in the areas of the arts, second languages and media and technology programs. It was reported that full access by all students to instructional support and student services is limited in some school units, and instructional equipment, textbooks, materials and supplies are needed for many areas of the curriculum.

   Delayed full funding of the Basic Education Program was identified as the primary reason for the lack of full implementation of the Standard Course of Study in all school units. Until there is full funding of the BEP, local school boards are free to choose how to prioritize implementation of the BEP in their unit.

   See Executive Summary in Appendix B.

2. Administrator Salary Schedule

   This report, which is mandated by Chapter 689, s. 200 of the 1991 session laws was made by the State Board to the General Assembly's Governmental Operations Committee. It was received by the

Committee as part of the Committee's oversight responsibilities.

Assistant Superintendent for Personnel, John Kinlaw presented the report to the committee at its February 19, 1992 meeting.

See Executive Summary in Appendix B.

3. Basic Education Program - Simplify the Standard Course of Study; every student equal access to the BEP

This report, which is mandated by Chapter 689, s. 196(a) of the 1991 session laws was presented to the Education Oversight Committee on behalf of the State Board of Education by Assistant Superintendent Sammie Campbell-Parrish on March 17, 1992.

In response to the General Assembly's request that the Standard Course of Study be simplified, the Department of Public Instruction created two brief brochures for teachers: Basic Education Program: Straight Talk, and Basic Education Program: Straight Talk 2. These two brochures address some of the problems teachers have had in understanding how to implement the Basic Education Program. Problems have included misunderstanding of the requirements of the Standard Course of Study, how to use the teacher handbook, failure to integrate subject areas, lack of coordination between classroom teachers and specialists, scheduling problems, and lack of planning time for teachers.

Concerning whether all students have equal access to the Basic Education Program, the report found that the curriculum for communication skills, mathematics and social studies is substantially or fully implemented in all of the 133 local education units. Implementation of other areas of the curriculum varies as outlined in the attached executive summary found in Appendix B.

The Department was asked to evaluate legislative requirements in the Standard Course of Study and to bring some recommendations for simplification to the Committee.

See Executive Summary in Appendix B.

4. School Administrator Training

This report, which is mandated by Chapter 689, section 200 of the 1992 session laws, required the State Board to submit to the General Assembly a plan to promote a policy to maintain the highest quality principal and assistant principal training programs in the State. The State Board was to consider additional preparation for site-based decision making; enhancing principal program entrance requirements and program content. The topic of the report coincided with an assignment to the committee by the Legislative Research Commission to study the issue of principal training.

An Educational Leadership Task Force to study the issues of educational leadership training was recommended to the committee in a report made by State Board Chair Barbara Tapscott on March 18, 1992. The idea for the Task Force was brought to the Committee as a result of meetings between State Board members and members of the General Administration of The University of North Carolina.

The Committee authorized the Co-chairs to meet with State Board members, representatives of the university and Department of Public Instruction representatives to bring back a legislative proposal to the Committee.

At its April meeting the Committee adopted proposed legislation (Appendix C) for an Educational Leadership Task Force. This legislation is submitted to the General Assembly in response to the charge by the Legislative Research Commission that the committee study the issue of school administrator training in accordance with Chapter 754, Section 2.1(59).

The bill proposes an eighteen member task force. The purpose of the task force is to identify how to best select, train, assess and regulate persons who will be competent, motivated and trusted education leaders. Education leaders include superintendents, central office program directors, principals and assistant principals. The final report of the Task Force is due to the Joint Legislative Education Oversight Committee no later than February 15, 1993.

5. School Improvement and Accountability Act

This report, which is mandated by Chapter 778, s. 8 of the 1989 session laws requires that the Department of Public Education report on the implementation of the act to the standing education committees by May 1 of each year. It was received by the Committee as part of its oversight responsibilities. An executive summary of the report may be found in Appendix B.

Dr. Bill Brown of the Department of Public Instruction reported that in the 1991-92 school year a total of 3.3 million dollars in budget transfers had been approved under the act. Given a choice on differentiated pay under the 1991-92 appropriations act, 101 of the school systems selected across the board payments instead of maintaining differentiated pay plans that had been created as part of a unit plan. Sixteen units chose to continue their differentiated pay plan, and the fifteen career development pilot units continued their pay plans.

The board has received 2339 requests to waive state laws and regulations under the act. Dr. Brown reported that seventy-five percent had been allowed. Waivers were requested in many categories including out-of-field certification, class size, handicap staffing and regulations, staff development funds, teacher assistants, summer school, textbooks, and BEP funds.

School units participating in the performance-based accountability program (G.S. 115C-238.1 et. seq.) developed local school improvement plans with three to five year student performance goals. Annual milestones to measure progress in meeting those goals were developed by the State Board. The report showed that forty-three of the one hundred thirty-three participating units had failed to meet at least seventy percent of the annual milestones.

6. Dropout Prevention - compulsory attendance; driver's license after school employment; re-evaluation of attendance law.

This report, which is mandated by Chapter 307 of the 1991 session laws, was made by the Department of Public Instruction and the Department of Community Colleges to the Education Oversight Committee on April 20, 1992. Ms. Johnnie McLaughlin, the Director of Student Services for

the Department of Public Instruction, and Mr. Bill Strickland of the Department of Community Colleges presented the report.

The Department of Community Colleges and the Department of Public Instruction have reached an agreement on how to exchange information on public school dropouts who subsequently enroll in the community college system.

Working more than twenty hours per week was found to be detrimental to school achievement and a student's self-esteem. The report surveyed legislation in other states which limits student work hours.

Linking driving privileges to school attendance does not conclusively improve school attendance, and does not address the larger problem of how to insure that students get basic skills, maintain self-esteem, decrease drug use, curtail teen pregnancy and prevent other problems endemic to at-risk youth.

Lowering the mandatory attendance age was favored by the report, while extending it to age eighteen was not favored. Developmentally appropriate schooling for young children, and enhanced instructional programs and support services for at-risk youth are the best dropout preventions.

7. After-school employment - voluntary guidelines. Release time for parent conferences.

This report, which is mandated by Chapter 706 of the 1991 session laws, was presented to the Committee by Ms. Kay Williams of the Department of Public Instruction.

See Executive Summary in Appendix B.

8. BEP - Measures of Student Achievement.

This report, which is mandated by Chapter 689, s. 196(d) of the 1991 session laws was presented to the committee on behalf of the Department of Public Instruction by Dr. Bill Brown. The report focused on the new end-of-grade tests and on refinements to the end-of-course tests.

The committee recommends funding the State's testing program. See the recommendations section of

this report. The budget for the program is in Appendix D.

See proposed bill in Appendix C.

9. Supplemental funding - Low-wealth counties fund use.

This report, mandated by Chapter 689, s. 201.2(f) of the 1991 session laws was presented to the committee on behalf of the State Board of Education to the Committee on May 18, 1992 by Assistant Superintendent for Financial Services Jim Barber.

See report in Appendix E.

10. Use of Supplemental Funds - Small and Low Wealth School system.

This report, which is mandated by Chapter 689, s. 201.1(b) and s. 201.2(c) of the 1991 session laws and is due in May 1991 is the responsibility of the Local Government Commission. The Committee has not yet received this report.

The following reports were received in written form by the Committee:

11. PSAT (Preliminary Scholastic Aptitude Test), effect of 8th-10th graders taking PSAT at State Expense (1989) Ch. 752 s. 77(a); G.S. 115C-174.19

12. Civic Literacy - high school students

Knowledge of the Declaration of Independence, Constitution (1989) Ch. 372 s. 2

13. Class Size Waivers - under the School Improvement and Accountability Act of 1989.

This annual report is mandated by Chapter 1066, s. 11 of the 1989 session laws.

See executive summary in Appendix B.

IV. Recommendations to the 1991 General Assembly, 1992 Session

At its April and May meetings, the Committee considered a number of issues for recommendation to the General Assembly. These issues are summarized here. Specific bill proposals are found in Appendix C of this report.

1. Educational Leadership Task Force

   The Task Force is discussed at page 4 of this report.

   See proposed bill in Appendix C.

2. End of Grade, End of Course Tests

   At its April 21, 1992 meeting the Committee voted to recommend an appropriation of $7.6 million to continue implementation of the end-of-course, end-of-grade testing program. A budget is found in Appendix D.

   See proposed bill in Appendix C.

3. Textbook Allotment - G.S. 115C-96

   Local school units have consistently stated that there are insufficient funds provided for textbooks. There is no provision for inflation in the continuation budget.

   The Committee recommends to the General Assembly that G.S. 115C-96 be amended to direct the State Board to make its textbook appropriation request based on the actual cost of textbooks, and amends the Executive Budget Act to require that a copy of the request made by the State Board accompany the proposed budget when it is presented to the General Assembly.

   See proposed bill in Appendix C.

4. Private Colleges Exchange Information with UNC, Community Colleges and High Schools

   In 1989 the General Assembly passed a special provision (Ch. 500, s. 37) which directed the University of North Carolina, the Community Colleges and the Department of Public Education to plan a system to exchange information. The system includes higher education reports to public high schools on student performance; standardized

transcripts; and tracking of student enrollment in the varied institutions.

The Committee recommends to the General Assembly that the provisions be codified, and that independent colleges be included in the information exchange between higher education institutions and the public schools.

See proposed bill in Appendix C.

5. Out of State Resident Students, K-12, Tuition Charge - G.S. 115-366 et. seq.

State law allows local school systems to enroll nonresident students, including students who reside in another state. Local units have included these students in the count for State funding based on average daily membership. The State is not reimbursed for the State portion of the funding. The law limits the tuition charge a local system may charge to "the amount of per pupil local funding." G.S. 115C-366.1(b).

The Committee voted to draft a resolution to the General Assembly recommending that the Committee study the issue and report its recommendations to the 1993 General Assembly.

See proposed resolution in Appendix C.

6. Higher Education Resident Tuition Status - G.S. 116-143.1

With few exceptions, State law does not allow waiver of the one year durational requirement for resident tuition status. The Committee recommends a proposed exception that allows the children of persons who have accepted employment with the State, are domiciled within the State, and are eligible for benefits under the Teachers and State Retirement System to be exempt from the one year durational residence requirement for resident tuition status.

See proposed bill in Appendix C.

7. Board of Trustees - School of Science and Math

Because of the increase in congressional districts, conforming changes are needed to G.S. 116-233(a)(1) and G.S. 116-233(d) to change the number of

appointments made by the Board of Governors of the The University of North Carolina.

See proposed bill in Appendix C.

8. Teacher Task Force - Chapter 479, Sec. 72 (1985)

At its May 18, 1992 the Committee discussed extending the work of this Task Force.

The Committee recommends to the General Assembly that a new twenty member task force be convened to review the progress that has been made on implementing the 39 objectives of the 1985 Teacher Preparation Task Force and to study additional issues of legislative concern. The new Task Force is to study both preservice and ongoing professional development of teachers. The Committee believes that professional development should keep teachers current in the requirements of the State curriculum, including its testing program, and, training should be responsive to individual school and district needs.

See original 1985 legislation in Appendix F.

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APPENDIX A

AUTHORIZING LEGISLATION

ARTICLE 12H.

Joint Legislative Education Oversight Committee.

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

The Joint Legislative Education Committee is established. The Committee consists of 16 members as follows:

(1) Eight members of the Senate appointed by the President Pro Tempore of the Senate, at least two of whom are members of the minority party; and

(2) Eight 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, except the terms of the initial members, which begin on appointment and end on the day of the convening of the 1991 General Assembly. 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. (1989 (Reg. Sess., 1990), c. 1066, s. 115.)

§ 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:

(1) Study the budgets, programs, and policies of the Department of Public Instruction, the State Board of Education, the Department of Community Colleges, 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.

(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. (1989 (Reg. Sess., 1990), c. 1066, s. 115.)

§ 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 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 nine 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 Administrative 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. (1989 (Reg. Sess., 1990), c. 1066, s. 115.)

APPENDIX B

EXECUTIVE SUMMARIES OF REPORTS TO THE COMMITTEE

Progress Report on the Implementation of the Basic Education Program to the Joint Legislative Education Oversight Committee

EXECUTIVE SUMMARY

- A survey of LEAs was conducted to gather the most up-to-date data regarding implementation of the Basic Education Program. This report contains 1991-92 school year data from 131 LEAs.

- In general, LEAs report a high degree of Standard Course of Study curriculum implementation (fully met) in the areas of communication skills, mathematics, science, social studies and vocational education.

- In general, LEAs report a low degree of Standard Course of Study curriculum implementation in the areas of the arts, second languages and media/technology programs.

- Instructional support/student services programs, scheduled for major emphasis during 1992-95, are currently limited with regard to full access by all students.

- LEAs report that instructional equipment, textbooks, materials and supplies are needed in all areas of the curriculum. On this standard, the highest degree of "fully met" is in the area of communication skills where 70% of the LEAs indicated "fully met."

- LEAs report that the primary inhibitors to implementation of the Basic Education Program are delayed funding of BEP, reversion of funds to the state and the lateness of state budget approval.

- LEAs report that the most significant cutbacks or delays in the implementation of the Basic Education Program during 1991-92 occurred in the arts, second languages and counseling programs.

Proposed Salary Schedule for Administrators
Executive Summary

1. The proposed salary schedule has 30 steps with each step corresponding to one year of total experience as an educator beginning with three to six years and ending with 35 plus years.

2. Administrators will be placed on the proposed salary schedule based on **TOTAL YEARS OF EXPERIENCE AS AN EDUCATOR** and the job classification.

3. Administrators (except superintendents) with an advanced certificate in their required certification area will receive an additional two and one-half percent above their base salary. All administrators with a doctorate degree will receive five percent above their base salary.

4. The "101" Rule will continue upon full implementation of the proposed salary schedule.

5. A differentiated salary supplement will be phased-in over a three-year period for assistant principals and principals of middle and secondary schools.

6. During the phase-in period the maximum annual increase that an administrator may earn is 16.5 percent.

7. Longevity pay will continue and will not be included in the base monthly salary.

8. Assignment of principals will be based on the full-time equivalent (FTE) number of state and vocational funded teachers and 50 percent of the reported FTE teacher assistants (all funding sources).

	1992–93	1993–94	1994–95
Average Salary Increase *	8.5%	7.2%	7.8%
Annual Cost of Increase **	$19.8 million	$16.2 million	$18.7 million
Experience Step	1.5%	1.75%	2.0%
Minimum Promotional Increase***	2.0%	2.0%	2.0%
Differentiated Salary Supplement Increase	+1/4	+1/4	+1/2

NOTES:

- *Across–the–board increases are not included in the proposed salary schedule for administrators.*
- ** *Estimate based on 1990–91 salary data.*
- *** *Most, but not all, promotions carry a two percent promotional increase.*

Prepared By: Division of Fiscal Control Services
NC DEPARTMENT OF PUBLIC INSTRUCTION
BOB ETHERIDGE, STATE SUPERINTENDENT
February 1992

PROGRESS REPORT ON EQUAL ACCESS TO THE BEP TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE AND THE NORTH CAROLINA GENERAL ASSEMBLY

EXECUTIVE SUMMARY

House Bill 83 of the 1991 General Assembly requires the State Board of Education to submit a progress report on the implementation of the Basic Education Program. A survey of LEAs was conducted in November 1991. This report contains 1991-92 school year information from all 133 LEAs. In the accompanying charts, the shaded area indicates that an LEA has not met or has minimally met the curriculum prescribed in the Basic Education Program and *Standard Course of Study*.

- The curriculum called for in the *Standard Course of Study* in communication skills, mathematics, and social studies is substantially or fully implemented in all of the 133 LEAs.

- Arts education for grades K-12 in each of the four arts areas is substantially or fully implemented in 65 or 49 percent of the LEAs. Of the 68 LEAs that did not meet these levels, 21 LEAs have an enrollment under 3,000 membership and 14 LEAs have an enrollment over 10,000 membership. Substantial implementation has occurred in two of the arts areas in that music and visual arts are available at each grade, K-12, in 92 to 98 percent of the schools.

- The healthful living curriculum prescribed in the *Standard Course of Study* is substantially or fully met in 128 or 96 percent of the LEAs.

- The science curriculum called for in the *Standard Course of Study* is substantially or fully implemented in 131 or 98 percent of the LEAs.

- The curriculum and course offerings prescribed for a second languages program is substantially or fully available in 88 or 67 percent of the LEAs. Of the 45 LEAs not meeting these levels, 12 have an enrollment under 3,000 membership with 8 LEAs exceeding 10,000 students in membership.

- The vocational program called for in the *Standard Course of Study* is substantially or fully implemented in 132 or 99 percent of the LEAs.

- The library media and computer skills program is substantially or fully available to students in 114 or 86 percent of the LEAs.

- A comprehensive program in the four areas of student services (school counselors, nurses, psychologists, and social workers) is substantially or fully implemented in 74 or 56 percent of the LEAs. Of the 59 LEAs not meeting this level, 23 LEAs had less than 3,000 membership with 10 LEAs exceeding 10,000 student membership.

- Exceptional children programs and services substantially or fully meet requirements in 131 or 98 percent of the LEAs.

- System-wide programs for dropout prevention and improved attendance are substantially or fully implemented in 123 or 92 percent of the LEAs.

- Alcohol and drug abuse education programs substantially or fully meet the *Standard Course of Study* requirements in 130 or 98 percent of the LEAs.

School Improvement and Accountability Act
(Senate Bill 2)

Interim Report
1992

EXECUTIVE SUMMARY

The School Improvement and Accountability Act, known familiarly as Senate Bill 2, provides for improvements in school system performance through increased flexibility in school operations at the local level. Systems must establish specific performance goals to be achieved over a three to five year period, and they may also design a differentiated pay plan for certified personnel that provides bonuses when goals are met. All local school systems have elected to participate in Senate Bill 2.

This Interim Report presents information in four parts, as follows:

Budget Transfers Approved Under Senate Bill 2

Senate Bill 2 allows for flexibility in funding to best meet local needs and consolidates into a single category five previously separate categories of expenditures. Budget transfers are requested periodically. The number of transfers made in 1991-92 through April 13, 1992 totaled 120 and involved just over $3.3 million.

Differentiated Pay

All local school systems elected to prepare differentiated pay plans. A frequently occurring plan is one in which a range of options was developed from components related to performance--individual teachers select from among the options. Another type of plan that is used widely is school-based and typically provides group rewards for individuals with common responsibilities. The 1991-93 Appropriations Act provided for teachers to hold a new vote on the distribution of differentiated pay. Of 118 systems voting (the 15 Career Development Pilot Units continued their plans), 101 selected across-the-board payments and 16 chose to continue or modify their previously approved plans.

Senate Bill 2 Waivers

With a few exceptions, school systems may request waivers for all state policies and regulations if they are shown as necessary to achieve local performance goals. As of February, 1992, the State Board of Education acted upon 2,339 waiver requests, about 75 percent of them favorably.

Schedule for Milestones Analysis and Report

As a supplement to this report, the Department is preparing an analysis of first year milestones performance for each local school system. It is anticipated that a report of the analysis will be completed in May, 1992.

Executive Summary:
Report on House Bill 494

Purpose: House Bill 494, "To encourage the business community to facilitate student achievement" was approved by the General Assembly in 1991. The bill requires the State Board of Education to report on actions taken to implement this subdivision before May 1, 1992.

Requirements: The bill states that local boards of education, "in consultation with local business leaders, shall develop voluntary guidelines relating to after-school employment." According to the bill, the guidelines "may include an agreement to limit the number of hours a student may work to his academic performance, school attendance and economic need." The legislation also urged local boards to compile information regarding how many of their students are employed after school and how many hours they work. Legislators also directed local boards to work with local business leaders to encourage employers to provide parents or guardians with time to attend conferences with their children's teachers.

Survey: A survey of local school systems was conducted to determine the following: the number of students employed after school; the average number of hours these students work; whether there are voluntary guidelines relating to after-school employment; and the number of businesses providing release time for parents to attend conferences with their children's teachers.

Results:

- A total of 111 of the 132 local school systems responded to the survey.
- All of the systems responding have students currently employed after school (one system listed "unknown" and two listed "not available"). A total of 44,772 students in 110 of the systems work after school. (Charlotte-Mecklenburg's numbers are not included -- they reported 74.7 percent of the 1990 seniors worked after school.)
- Of the students who work, most (16,549 out of 44,701) work between 10 and 20 hours per week. A relatively high percentage, approximately 30 percent, work over 20 hours a week. A total of 32 systems did not list the actual numbers of students working a certain number of hours. Of those systems, 17 indicated that most of their students work 10-20 hours a week.
- Of the systems responding, 72 of the 111 systems have worked with local businesses to develop voluntary guidelines relating to after-school employment.
- A total of 3,022 businesses provide release time for parents to attend conferences with their children's teachers. As reported, 47 school systems do not have any businesses providing release time or do not know how many businesses provide this time.

SUMMARY FACT SHEET
(Amended)

- Of the 132* school units (LEAs), 124 reported class size overages. 83 LEAs reported teacher daily load overages.

- 10 LEAs were granted a class size/teacher daily load waiver under the provisions of G.S. 115C-301(g).

- 121 LEAs were granted a class size waiver under the provisions of G.S. 115C-238.3(d) (Senate Bill 2).

- Due to a lack of available funds, no class size exceptions were resolved through allotment adjustments.

- 6 LEAs were granted a Senate Bill 2 class size waiver, reported class size exceptions *and* converted a total of 18.65 state-funded teacher positions to other positions, dollars or other expenditures.

- The average class size overage at the end of the second school month was 5.2 students. The average class size overage at the end of the fifth school month was 4.9 students.

Includes the pull out classes

- The average teacher daily load overage at the end of the second school month was 21.2 students. The average teacher daily load overage at the end of the fifth school month was 16.7 students.

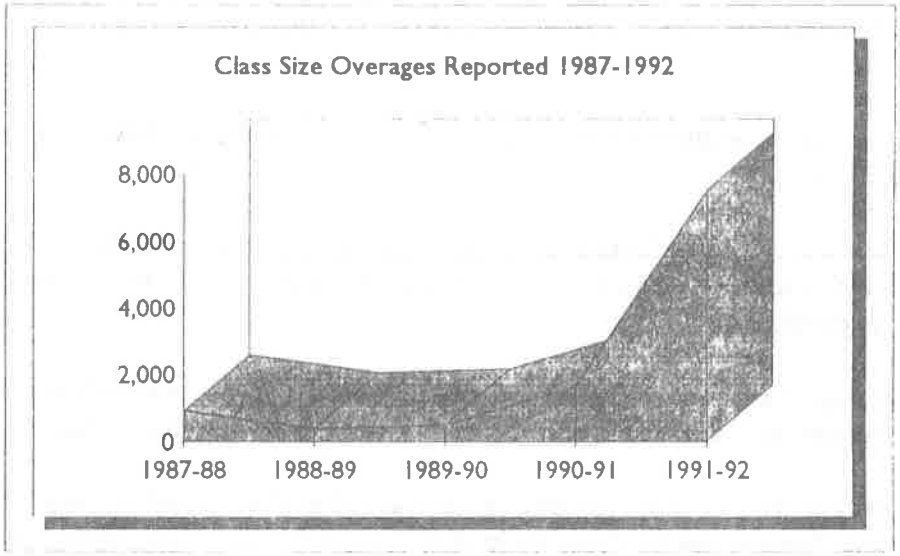
- The 7,431 class size overages reported at the end of the second school month constituted 2.228% of all classes taught in the state's public schools. The 7,585 overages reported at the end of the fifth school month constituted 2.227% of all classes taught.

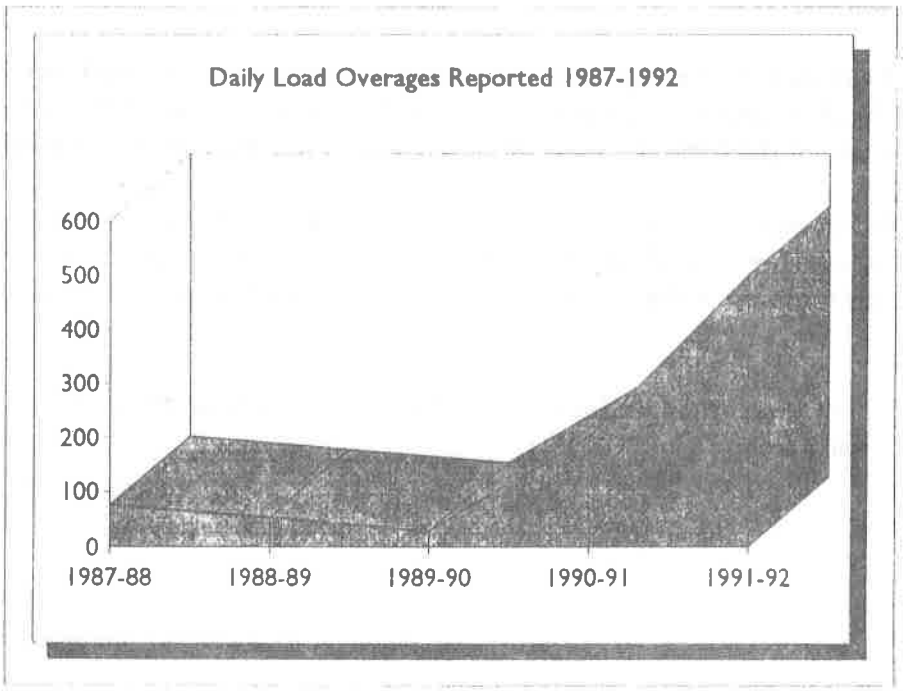
- The 540 teacher daily load overages reported at the end of the second school month constituted 1.74% of all teachers (grades 7-12) in the state's public schools. The 503 overages reported at the end of the fifth school month constituted 1.63% of all teachers.

* For the purpose of this report, Wayne County and Goldsboro City were counted separately.

FIVE YEAR SUMMARY OF CLASS SIZE AND TEACHER DAILY LOAD OVERAGES

		Class Size Overages K-12				Daily Load Overages 7-12			
Year	Total Classes	1-3 Over	4-6 Over	7-10 Over	>10 Over	Total Teachers	1-10 Over	11-20 Over	>20 Over
1987-88	933	790	122	18	3	77	57	9	11
1988-89	399	399	0	0	0	53	33	10	10
1989-90	511	478	28	4	1	29	21	6	2
1990-91	1,661	1,494	138	19	10	201	101	48	52
1991-92	7,585	5,959	727	190	791	503	288	83	132





APPENDIX C

RECOMMENDED LEGISLATION

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1991

H D

HOUSE DRH4229*-RCZ002(4.6)

Short Title: Educational Leadership Task Force. (Public)

Sponsors: Representatives Barnes, Black, Fussell, Gray, Hege, McAllister, Rhodes, and Rogers.

Referred to:

A BILL TO BE ENTITLED

AN ACT TO CREATE AN EDUCATIONAL LEADERSHIP TASK FORCE TO IDENTIFY HOW TO BEST SELECT, TRAIN, EVALUATE, ASSESS, AND REGULATE THE STATE'S EDUCATIONAL LEADERS.

The General Assembly of North Carolina enacts:

Section 1. Establishment and Purpose. There is established the Educational Leadership Task Force. The purpose of the Task Force is to identify how to best select, train, assess, and regulate persons to become competent, motivated, and trusted education leaders. The term "education leaders" includes superintendents, central office program directors, principals, and assistant principals.

Sec. 2. Membership. The Task Force shall consist of 18 members. Task Force members shall receive per diem, subsistence, and travel allowances in accordance with G.S. 138-5, 138-6, or 120-3.1, as appropriate. Appointments to the Task Force shall be made within 30 days of ratification of this legislation. Except as otherwise provided, if a vacancy occurs in the membership, the appointing authority shall appoint another person to serve for the balance of the unexpired term. Appointments shall be made as follows:

(1) Two members of the State Board of Education appointed by the State Board chair. One of these two members shall be designated cochair of the Task Force by the State Board chair.

(2) Two members of the Board of Governors of The University of North Carolina appointed by the chair of that board. One of these two members shall be designated cochair of the Task Force by the chair of the Board of Governors.

(3) Two Senate members appointed by the President Pro Tempore.
(4) Two House members appointed by the Speaker of the House.
(5) One dean of a school of education appointed by the President of The University of North Carolina.
(6) Two representatives, one from each of two professional schools, to be appointed by the President of The University of North Carolina. Professional schools may include schools of Business, Public Administration, Law, or Medicine.
(7) The State Superintendent of Public Instruction, or a designee appointed by the Superintendent. The appointment shall remain for the duration of the Task Force with the individual who is Superintendent at the time of the creation of the Task Force.
(8) The Teacher of the Year, chosen by the Department of Public Instruction through its Teacher of the Year program. The appointment shall remain for the duration of the Task Force with the individual who is Teacher of the Year at the time of the creation of the Task Force. If that person is unable to serve, a North Carolina teacher chosen by the cochairs shall fill the vacancy.
(9) The Principal of the Year, chosen by the Department of Public Instruction through its Principal of the Year program. The appointment shall remain for the duration of the Task Force with the individual who is Principal of the Year at the time of the creation of the Task Force. If that person is unable to serve, a North Carolina principal chosen by the cochairs shall fill the vacancy.
(10) The Superintendent of the Year, chosen by the North Carolina Association of School Superintendents through its Superintendent of the Year program. The appointment shall remain for the duration of the Task Force with the individual who is the Superintendent of the Year at the time of the creation of the Task Force. If that person is unable to serve, a North Carolina superintendent chosen by the cochairs shall fill the vacancy.
(11) One member to represent business and industry appointed by the Governor.
(12) One local school board member appointed by the Chair of the State Board.
(13) One parent of a public school child appointed by the State Superintendent of Public Instruction.

Sec. 3. Cochairs. The cochairs shall belong to different political parties. The State Board chair and the chair of the Board of Governors shall consult to determine which of them shall appoint the cochair who belongs to the party to which the majority of registered voters belong and which of them shall appoint the cochair who belongs to the party to which the largest minority of registered voters belong.

Sec. 4. Staff. The Task Force cochairs may contract for professional, clerical, or consultant services. Facilitation of the work of the Task Force may be contracted to an individual who has an excellent national reputation in the area of educational leadership and modern management principles. Professional and clerical staff positions for the Task Force may be filled by persons whose services are loaned to the Task Force to fulfill the work of the Task Force.

Sec. 5. Space and Equipment. The General Administration of The University of North Carolina shall provide meeting rooms, telephone, office space, equipment, and supplies to the Task Force without charge.

Sec. 6. Duties, Issues for Study. The Task Force shall study issues related to the training of education leaders, including superintendents, central office program directors, principals, and assistant principals. Issues for study by the Task Force shall include:

(1) Key characteristics of educational leadership, including the knowledge, skills, and attitudes necessary to lead schools to high gains in student learning;

(2) Entrance standards, methods to recruit and screen applicants, curriculum design, instructional delivery, and the quality controls needed to continually improve educational leadership programs;

(3) Comprehensive strategies to restructure administrator preparation. The Task Force shall investigate varied methods of instructional delivery to be used in educational leadership programs including collaborative, interdisciplinary, and practice-based models, and use of the case method;

(4) Incentives, including stipends and other methods, to attract the best possible candidates to educational leadership programs;

(5) Methods to restructure university resources to assure cost efficiency and quality. Educational leadership programs provided by any institution shall be of the highest priority to that institution;

(6) Collaborative roles of those contributing to educational leadership training including: the universities, local school systems, the Department of Public Instruction, the Principals Executive Program, business and industry, and the professional associations;

(7) Consideration of certification, licensure, and other methods to regulate the profession and to promote excellence in educational leadership. Credentials awarded should be based on performance which exhibits knowledge of State programs, State standards, and effective leadership skills;

(8) Whether certification or licensing should be periodically reevaluated throughout an education leader's career;

(9) Use of assessment centers, evaluation panels, testing, and practice-based measures to evaluate the quality of practicing and potential education leaders;

(10) Methods to maintain rigorous, high quality professional development that may continue throughout the education leader's career;

(11) Hiring practices of local school administrative units and recommendations to encourage the identification and recruitment of quality candidates who demonstrate leadership potential. Active recruitment of minorities and females;

(12) Developmental training and support for first year principals, assistant principals, and superintendents; and

(13) Supply and demand trends for administrators over the next 10 years.

Sec. 7. Report. The Task Force shall make its final report and recommendations to the Joint Legislative Education Oversight Committee no later than February 15, 1993, and shall terminate on that date.

Sec. 8. Upon the request of the Task Force, all State departments and agencies, all local governments and their subdivisions, and all institutions approved to train public school administrators shall furnish the Task Force with any information in their possession or available to them.

Sec. 9. Of the funds appropriated to the Department of Public Education for aid to local school administrative units for the 1992-93 fiscal year, up to the sum of sixty thousand dollars ($60,000) shall be used to conduct the work of the Task Force. Of the funds appropriated to the Department of Public Instruction for the 1992-93 fiscal year, up to the sum of sixty thousand dollars ($60,000) shall be used to conduct the work of the Task Force.

Sec. 10. This act becomes effective July 1, 1992.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1991

H D

HOUSE DRH1197*-LE190(5.12)

Short Title: School Testing Program Funds. (Public)

Sponsors: Representatives Barnes, Black, Fussell, Gray, Hege, McAllister, Rhodes, and Rogers.

Referred to:

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR THE END-OF-COURSE AND END-OF-GRADE TESTING PROGRAMS FOR THE PUBLIC SCHOOLS.

The General Assembly of North Carolina enacts:

Section 1. There is appropriated from the General Fund to the Department of Public Education the sum of seven million five hundred ninety-two thousand forty dollars ($7,592,040) for the 1992-93 fiscal year for end-of-grade and end-of-course testing programs. Of these funds, the sum of five million eight hundred ninety-two thousand forty dollars ($5,892,040) shall be used for the operating expenses of the programs and the sum of one million seven hundred thousand dollars ($1,700,000) shall be used to purchase equipment to enable local school administrative units to score the tests locally.

Sec. 2. This act becomes effective July 1, 1992.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1991

S **D**

SENATE DRS8713*-LEZ175(4.13)

Short Title: Ensure Adequate Textbook Funds. (Public)

Sponsors: Senators Warren, Allran, Block, Kincaid, Lee, Sands, Speed, and Staton.

Referred to:

A BILL TO BE ENTITLED

AN ACT TO ENSURE THAT SUFFICIENT FUNDS ARE AVAILABLE TO PROVIDE TEXTBOOKS TO PUBLIC SCHOOL STUDENTS.

The General Assembly of North Carolina enacts:

Section 1. G.S. 115C-96 reads as rewritten:

"**§ 115C-96. Powers and duties of the State Board of Education in regard to textbooks.**

The children of the public elementary and secondary schools of the State shall be provided with free basic textbooks within the appropriation of the General Assembly for that purpose. ~~The~~ To implement this directive, the State Board of Education ~~is directed to~~ shall evaluate annually the amount of money necessary to provide textbooks based on the actual cost and availability of textbooks and shall request sufficient appropriations from the General ~~Assembly to implement this directive.~~ Assembly.

The State Board of Education shall administer a fund and establish rules and regulations necessary to:

(1) Acquire by contract such basic textbooks as are or may be on the adopted list of the State of North Carolina which the Board finds necessary to meet the needs of the State public school system and to carry out the provisions of this Part.

(2) Provide a system of distribution of these textbooks and distribute the books that are provided without using any depository or warehouse facilities other than those operated by the State Board of Education.

(3) Provide for the free use, with proper care and return, of elementary and secondary basic textbooks. The title of said books shall be vested in the State."

Sec. 2. G.S. 143-11 reads as rewritten:

"**§ 143-11. Survey of departments.**

On or before the fifteenth day of December, biennially in the even-numbered years, the Director shall make a complete, careful survey of the operation and management of all the departments, bureaus, divisions, officers, boards, commissions, institutions, and agencies and undertakings of the State and all persons or corporations who use or expend State funds, in the interest of economy and efficiency, and of obtaining a working knowledge upon which to base recommendations to the General Assembly as to appropriations for maintenance and special funds and capital expenditures for the succeeding biennium. If the Director and the Commission shall agree in their recommendations for the budget for the next biennial period, he shall prepare their report in the form of a proposed budget, together with such comment and recommendations as they may deem proper to make. If the Director and Commission shall not agree in substantial particulars, the Director shall prepare the proposed budget based on his own conclusions and judgment, and the Commission or any of its members retain the right to submit separately to the General Assembly such statement of disagreement and the particulars thereof as representing their views. The budget report shall contain a complete and itemized plan of all proposed expenditures for each State department, bureau, board, division, institution, commission, State agency or undertaking, person or corporation who receives or may receive for use and expenditure any State funds, in accordance with the classification adopted by the State Controller, and of the estimated revenues and borrowings for each year in the ensuing biennial period beginning with the first day of July thereafter. Opposite each item of the proposed expenditures, the budget shall show in separate parallel columns the amount expended for the last preceding appropriation year, for the current appropriation year, and the increase or decrease. The budget shall clearly differentiate between general fund expenditures for operating and maintenance, special fund expenditures for any purpose, and proposed capital outlays.

The Director shall accompany the budget with:

(1) A budget message supporting his recommendations and outlining a financial policy and program for the ensuing biennium. The message will include an explanation of increase or decrease over past expenditures, a discussion of proposed changes in existing revenue laws and proposed bond issues, their purpose, the amount, rate of interest, term, the requirements to be attached to their issuance and the effect such issues will have upon the redemption and annual interest charges of the State debt.

(2) State Controller reports including:

a. An itemized and complete financial statement for the State at the close of the last preceding fiscal year ending June 30.

b. A statement of special funds.

(2a) A statement showing the itemized estimates of the condition of the State treasury as of the beginning and end of each of the next two appropriation years.

(3) A report on the fees charged by each State department, bureau, division, board, commission, institution, and agency during the previous fiscal year, the statutory or regulatory authority for each fee, the amount of the fee, when the amount of the fee was last changed, the number of times the fee was collected during the prior fiscal year, and the total receipts from the fee during the prior fiscal year.

(4) A statement showing the State Board of Education's request, in accordance with G.S. 115C-96, for sufficient funds to provide textbooks to public school students.

It shall be a compliance with this section by each incoming Governor, at the first session of the General Assembly in his term, to submit the budget report with the message of the outgoing Governor, if he shall deem it proper to prepare such message, together with any comments or recommendations thereon that he may see fit to make, either at the time of the submission of the said report to the General Assembly, or at such other time, or times, as he may elect and fix.

The function of the Advisory Budget Commission under this section applies only if the Director of the Budget consults with the Commission in preparation of the budget."

Sec. 3. This act is effective upon ratification and applies to all budget requests beginning with the budget request for the 1993-95 fiscal biennium.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1991

H D

HOUSE DRH6129*-RCZ001(5.20)

Short Title: Education Information Exchange. (Public)

Sponsors: Representatives Barnes, Black, Fussell, Gray, Hege, McAllister, Rhodes, and Rogers.

Referred to:

A BILL TO BE ENTITLED

AN ACT TO REQUIRE THE BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA, THE STATE BOARD OF COMMUNITY COLLEGES, THE STATE BOARD OF EDUCATION, AND THE STATE'S PRIVATE INSTITUTIONS OF HIGHER EDUCATION TO COOPERATE IN AN EXCHANGE OF INFORMATION.

The General Assembly of North Carolina enacts:

Section 1. Chapter 500, Section 37 of the 1989 Session Laws, is repealed.

Sec. 2. G.S. 116-11 is amended by adding a new subdivision to read:

"(10a) The Board of Governors, the State Board of Community Colleges, and the State Board of Education, in consultation with private higher education institutions defined in G.S. 116-22(1), shall plan a system to provide an exchange of information among the public schools and institutions of higher education to be implemented no later than June 30, 1995. As used in this section, 'institutions of higher education' shall mean public higher education institutions defined in G.S. 116-143.1(a)(3), and those private higher education institutions defined in G.S. 116-22(1) that choose to participate in the information exchange. The information shall include:

a. The number of high school graduates who apply to, are admitted to, and enroll in institutions of higher education;

b. College performance of high school graduates for the year immediately following high school graduation including

each student's: need for remedial coursework at the institution of higher education that the student attends; performance in standard freshmen courses; and continued enrollment in a subsequent year in the same or another institution of higher education in the State;

c. The progress of students from one institution of higher education to another; and

d. Consistent and uniform public school course information including course code, name, and description.

The Department of Public Instruction shall generate and the local school administrative units shall use standardized transcripts in an automated format for applicants to higher education institutions. The standardized transcript shall include grade point average, class rank, end-of-course test scores, and uniform course information including course code, name, units earned toward graduation, and credits earned for admission from an institution of higher education. The grade point average shall be calculated by a standard method to be devised by the institutions of higher education."

Sec. 3. G.S. 115C-12(18) is amended by adding a new sub-subdivision to read:

"c. The State Board of Education shall comply with the provisions of G.S. 116-11(10a) to plan and implement an exchange of information between the public schools and the institutions of higher education in the State."

Sec. 4. G.S. 115D-5 is amended by adding a new subsection to read:

"(a2) The State Board of Community Colleges shall comply with the provisions of G.S. 116-11(10a) to plan and implement an exchange of information between the public schools and the institutions of higher education in the State."

Sec. 5. The State Board of Education shall plan how to include the information described in G.S. 116-11(10a)a. and b. in the annual report card described in G.S. 115C-12(9)c1. The State Board of Education shall make an interim report on progress made to include this information in the annual report card prior to December 1, 1992, to the Joint Legislative Education Oversight Committee. A final report shall be submitted to the General Assembly prior to May 1, 1993.

Sec. 6. A joint report of progress made to develop a system to provide an exchange of information shall be made to the Joint Legislative Education Oversight Committee no later than February 15, 1993, and annually thereafter.

Sec. 7. This act is effective upon ratification.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1991

S D

SENATE JOINT RESOLUTION DRSJR7697*-LE188(5.8)

Sponsors: Senators Warren, Allran, Block, Kincaid, Lee, Sands, Speed, and Staton.

Referred to:

A JOINT RESOLUTION DIRECTING THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE TO STUDY THE ISSUE OF REQUIRING OUT-OF-STATE STUDENTS WHO ATTEND PUBLIC SCHOOLS IN NORTH CAROLINA TO PAY THE FULL COST OF THEIR EDUCATION.

Whereas, the Joint Legislative Education Oversight Committee reviewed information regarding the cost to the State of North Carolina of educating out-of-state students in the public schools of North Carolina; and

Whereas, in the course of its review, the Joint Legislative Education Oversight Committee determined that there may be many unanticipated consequences both for children and for school systems if these children are required to pay the full costs of their education; and

Whereas, the Joint Legislative Education Oversight Committee determined that the number of out-of-state children attending school in North Carolina has not yet been accurately determined; and

Whereas, the Joint Legislative Education Oversight Committee found that it would be appropriate to look at tuition policies in other states, especially the home states of these out-of-state students, before changing the policy for North Carolina; Now, therefore, be it resolved by the Senate, the House of Representatives concurring:

Section 1. The Joint Legislative Education Oversight Committee shall study the issue of requiring out-of-state students who attend public schools in North Carolina to pay the full cost of their education. The Committee shall report the results of its study to the 1993 General Assembly.

Sec. 2. This resolution is effective upon ratification.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1991

H D

HOUSE DRH6128*-RCZ007A(5.20)

Short Title: Resident Tuition Status. (Public)

Sponsors: Representatives Barnes, Black, Fussell, Gray, Hege, McAllister, Rhodes, and Rogers.

Referred to:

A BILL TO BE ENTITLED

AN ACT TO WAIVE THE TWELVE-MONTH DURATIONAL REQUIREMENT FOR RESIDENT TUITION STATUS FOR THE CHILDREN OF EMPLOYEES DOMICILED IN THE STATE WHO ARE ENTITLED TO BENEFITS UNDER THE TEACHERS' AND STATE EMPLOYEES' RETIREMENT SYSTEM.

The General Assembly of North Carolina enacts:

Section 1. G.S. 116-143.1 is amended by adding a new subsection to read:

"(m) Notwithstanding any other provision of this section, determination of status as a resident for tuition purposes under this section shall be made without applying the 12-month durational requirement to any dependent individual whose parent or legal guardian:

(1) While domiciled inside or outside the State, was selected for employment rendering the parent or legal guardian eligible for enrollment in the Teachers' and State Employees' Retirement System; and

(2) Is domiciled in this State and remains employed in service rendering the parent or legal guardian eligible for enrollment in the Teachers' and State Employees' Retirement System.

For purposes of this subsection, the term 'dependent' has the same meaning as in 26 U.S.C. 152. For purposes of this subsection, 'legal guardian' means a guardian of the person or a general guardian as those terms are defined in G.S. 35A-1202.

The exemption from the durational requirement granted under this subsection ceases at the end of any term in which the conditions described in subdivisions (1)

1 and (2) of this subsection are no longer met. Subsection (i) of this section is
2 inapplicable to individuals granted resident tuition status under this subsection."
3 Sec. 2. This act becomes effective August 1, 1992.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1991

S D

SENATE DRS3664*-RCZ001(4.9)

Short Title: School of Science and Math Trustees. (Public)

Sponsors: Senators Warren, Allran, Block, Kincaid, Lee, Sands, Speed, and Staton.

Referred to:

A BILL TO BE ENTITLED

AN ACT TO INCREASE THE NUMBER OF MEMBERS OF THE BOARD OF TRUSTEES OF THE SCHOOL OF SCIENCE AND MATH TO CONFORM TO THE NUMBER OF CONGRESSIONAL DISTRICTS WHICH RESULTED FROM THE 1990 CENSUS.

The General Assembly of North Carolina enacts:

Section 1. G.S. 116-233(a) reads as rewritten:

"**§116-233. Board of Trustees; appointment; terms of office.**

(a) There shall be a Board of Trustees of the School, which shall consist of ~~25 members~~ 26 members:

(1) ~~Eleven~~ Twelve members who shall be appointed by the Board of Governors of The University of North Carolina, one from each congressional district;

(2) Four members without regard to residency who shall be appointed by the Board of Governors of The University of North Carolina;

(3) Three members, ex officio, who shall be the chief academic officers, respectively, of constituent institutions. The Board of Governors shall in 1985 and quadrennially thereafter designate the three constituent institutions whose chief academic officers shall so serve, such designations to expire on June 30, 1989, and quadrennially thereafter;

(4) The chief academic officer of a college or university in North Carolina other than a constituent institution, ex officio. The Board of Governors shall designate in 1985 and quadrennially thereafter

which college or university whose chief academic officer shall so serve, such designation to expire on June 30, 1989, and quadrennially thereafter;

(5) Two members appointed by the General Assembly upon the recommendation of the President of the Senate in accordance with G.S. 120-121;

(6) Two members appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives in accordance with G.S. 120-121; and

(7) Two members appointed by the Governor.

Sec. 2. G.S. 116-233(d) reads as rewritten:

(d)~~Seven of the initial class of members of the Board of Trustees appointed under G.S. 116-233[(a)](1) and (2) shall be chosen for a term of two years to expire June 30, 1987, and eight shall be chosen for a term of four years to expire June 30, 1989; thereafter, all such members shall be elected to~~ Members appointed under subdivisions (1) or (2) of subsection (a) of this section shall serve four-year terms. Eight of those terms shall expire June 30, 1993, and quadrennially thereafter, and eight of those terms shall expire June 30, 1995, and quadrennially thereafter. ~~No person other than an ex officio~~ Only an ex officio member shall be eligible to serve more than two successive terms. Any vacancy in the membership of the Board of Trustees appointed under G.S.~~116-233[(a)](1)~~ 116-233(a)(1) or (2) shall be reported promptly by the Secretary of the Board of Trustees to the Board of Governors of The University of North Carolina, which shall fill any such vacancy by appointment of a replacement member to serve for the balance of the unexpired term. Any vacancy in members appointed under G.S. ~~116-233[(a)](5)~~ 116-233(a)(5) or (6) shall be filled in accordance with G.S. 120-122. Any vacancy in members appointed under G.S. ~~116-233[(a)](7)~~ 116-233(a)(7) shall be filled by the Governor for the remainder of the unexpired term. Reapportionment of congressional districts does not affect the right of any member to complete the term for which the member was appointed."

Sec. 3. The Board of Governors shall appoint the member for the 12th congressional district within 90 days of the ratification of this act. The initial term of the new member shall expire June 30, 1995.

Sec. 4. This act is effective upon ratification.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1991

H **D**

HOUSE DRH8260*-RCZ001(5.20)

Short Title: Teacher Training Task Force. (Public)

Sponsors: Representatives Barnes, Black, Fussell, Gray, Hege, McAllister, Rhodes, and Rogers.

Referred to:

A BILL TO BE ENTITLED

AN ACT TO RECONVENE A TEACHER TRAINING TASK FORCE TO STUDY THE PROGRESS MADE TOWARD IMPLEMENTING THE THIRTY-NINE OBJECTIVES OF THE ORIGINAL TASK FORCE AND TO MAKE RECOMMENDATIONS TO CONTINUE TO IMPROVE THE PROFESSIONAL DEVELOPMENT OF TEACHERS.

Whereas, in 1985, the General Assembly mandated that the Board of Governors study "ways to upgrade teacher preparation programs to make the course of study more rigorous and more effective"; and

Whereas, the Board of Governors of The University of North Carolina established the Task Force on the Preparation of Teachers in September 1985 and adopted the Task Force report, The Education of North Carolina's Teachers, in November 1986; and

Whereas, the 1987 Session of the General Assembly adopted the 39 objectives of the Task Force report, and established a Joint Board Committee on Teacher Education to implement those objectives; and

Whereas, the General Assembly has appropriated funds for implementation of the recommendations which were made in the areas of academic studies, admissions standards, teacher education curriculum, certification, program approval, continuing professional education, incentive programs, school college partnerships, and education school faculty; and

Whereas, it is the recommendation of the Joint Legislative Oversight Committee that the progress that has been made to implement the 39 objectives of

the original report should be reviewed and new topics should be studied to continue to improve the education of teachers in this State; Now, therefore,

The General Assembly of North Carolina enacts:

Section 1. Establishment and Purpose. There is established a new Teacher Training Task Force to review the progress that has been made to implement the 39 objectives of the original Task Force and to study additional issues of legislative concern. The new Task Force shall study both preservice and ongoing professional development of teachers.

Sec. 2. Membership. The Task Force shall consist of 20 members as follows:

(a) The President Pro Tempore of the Senate and the Speaker of the House of Representatives shall each appoint one member of the Joint Legislative Education Oversight Committee to serve on the Task Force.

(b) The Superintendent of Public Instruction, or a designee.

(c) The nine members of the Joint Committee on Teacher Education of the Board of Governors of The University of North Carolina and the State Board of Education.

(d) The Board of Governors of The University of North Carolina and the State Board of Education shall jointly appoint eight members from a list of recommended members to be suggested by the Joint Committee on Teacher Education of the Board of Governors of The University of North Carolina and the State Board of Education. Members may be recommended from among representatives of practicing public school teachers and personnel; public school administrators; the deans of schools of education; the chancellors of the constituent institutions of The University of North Carolina and the chief officers of private institutions of higher education. Other qualified persons may be recommended by the Joint Committee and approved by the Boards. Task Force members shall receive per diem, subsistence, and travel allowances in accordance with G.S. 138-5, 138-6, or 120-3.1, as appropriate. Appointments to the Task Force shall be made no later than September 1, 1992. If a vacancy occurs in the membership, the appointing authority shall appoint another person to serve for the balance of the unexpired term.

Sec. 3. Duties and Issues for Study. The Task Force shall study and make recommendations to improve the professional development of teachers. As a basis for its recommendations, the Task Force shall:

(1) Review the progress made toward implementing the 39 objectives outlined in original task force report, The Education of North Carolina's Teachers, and in particular, evaluate the impact of the double major requirement.

(2) Study State and local professional development programs, and identify programs that:

a. Prepare teachers to work successfully with State initiatives including site-based management, outcome-based education, and the State testing program;

b. Tie State education initiatives to individual school improvement;

c. Build strong professional ties between teachers and other educators; and

d. Are rigorous and result in improved student learning.

(3) Identify methods to encourage collaboration between university schools of education and local school administrative units.

(4) Evaluate the impact of the North Carolina Center for the Advancement of Teaching on professional development, assess the rigor, professionalism, and quality of the programs offered at the Center, and assess whether the programs offered prepare teachers to work successfully with State initiatives.

(5) Study the components of the Teaching Fellows Program to discover which of its elements could be part of the education program for all pre-service teachers, including recruitment methods that encourage talented persons from diverse backgrounds to become teachers.

(6) Identify and encourage professional development programs, particularly within the schools of education, that prepare teachers to examine their own biases concerning cultural diversity, socioeconomic differences, and gender. Teachers should be prepared to teach and meet the needs of all students, and to accept differences among students.

Sec. 4. Report. The Task Force shall make an interim report of its findings and recommendations to the Joint Legislative Education Oversight Committee by February 15, 1993, and a final report to the Joint Legislative Education Oversight Committee by April 1, 1994.

The recommendations in the interim report shall include a proposed plan for continued funding of existing activities. The final report shall include recommendations that can be phased in over three fiscal bienniums.

Sec. 5. Upon the request of the Task Force, all State departments and agencies, all local governments and their subdivisions, and all institutions approved to train teachers shall furnish the Task Force with any information in their possession or available to them.

Sec. 6. There is appropriated to the Board of Governors of The University of North Carolina for the 1992-93 fiscal year, the sum of thirty-five thousand dollars ($35,000) to conduct the work of the Task Force.

Sec. 7. This act becomes effective July 1, 1992.

APPENDIX D

END OF COURSE/END OF GRADE TESTING BUDGET

NORTH CAROLINA STATE TESTING PROGRAM -- BUDGET
END OF GRADE/END OF COURSE

END OF GRADE (Reading, Writing, Mathematics, Science, Social Studies)	BASE 1991-92	AUTHORIZED (Other Sources) 1991-92	REQUESTED 1992-93	TOTAL
Development		$580,000	$400,000	$400,000
Multiple choice (3-8)			$1,110,000	$1,110,000
Open-ended (3-8)			$1,192,000	$1,192,000
Writing, Grade 4			$187,000	$187,000
Writing, Grades 6 and 8	$341,338			$341,338
CAT, Grades 3, 6, and 8	$484,000*			$484,000*
Scoring End of Grade Locally			$313,140	$313,140
National reference testing			$75,000	$75,000
Performance Measures (second languages)		$ 6,225		$6,225
SUBTOTAL	$825,338	$586,225	$3,277,140	$4,108,703
NUMBER OF STUDENTS (3-8)	252,000		511,217	511,217
COST PER STUDENT	$3.28		$6.41	$8.04
END OF COURSE				
Development	$199,070	$100,000	$100,000	$299,070
Algebra I, Algebra II, Biology Chemistry, U. S. History	$379,947			$379,947
Geometry, Geometry Proof Physical Science, ELP, English I, and Physics		$559,799	$637,740	$637,740
English II		$298,916	$318,400	$318,400
Scoring End of Course Locally			$208,760	$208,760
Proficiency Levels			$750,000	$750,000
SUBTOTAL	$579,017	$958,715	$2,014,900	$2,593,917
NUMBER OF STUDENTS	630,915		630,915	630,915
COST PER STUDENT	$ .92		$3.19	$4.11
LOCAL SUPPORT				
Equipment: For Scoring Tests Locally (one time cost)			$1,700,000	$1,700,000
Test Item Bank			$600,000	$600,000
GRAND TOTAL	$1,404,355	$1,544,940	$7,592,040	$9,002,620
NUMBER OF STUDENTS	882,915		1,142,132	1,142,132

appropriation for administering the California Achievement Test continues to be shown. The requested (1992-93) unding for end-of-grade writing has been adjusted to reflect funds previously used for the CAT.

APPENDIX E

SUPPLEMENTAL FUNDING - USE OF FUNDS IN LOW WEALTH COUNTIES

Low Wealth Supplemental Funding
Report on Expenditures
As of March 1992

State Summary

Total Allotment:	$6,000,000

Expenditure Description	Expended	Percent of Total
Teachers	$493,099.60	15.47%
Teacher Assistants	150,772.62	4.73%
Instructional Support (Note)	79,965.41	2.51%
Clerical Personnel	107,518.80	3.37%
Other – Salary Related:		
Substitute Pay	4,101.10	0.13%
Overtime Pay	781.50	0.03%
Matching Benefits	211,597.03	6.64%
Instructional Supplies	1,042,466.90	32.71%
Computer Software and Supplies	154,673.83	4.85%
Textbooks (Supplemental)	16,562.26	0.52%
Library Books and Periodicals	60,998.79	1.91%
Audiovisual Supplies	6,958.76	0.22%
Instructional Equipment	366,302.31	11.50%
Computer Equipment	490,938.71	15.41%
Total	$3,186,737.62	100.00%

Unexpended Balance:	$2,813,262.38	46.9%

Note: Instructional Support includes Guidance, Library/Media Specialist, Social Workers, and Health Services.

Low Wealth Supplemental Funding

LEA Name	1991–92 Allotment	Expended 3/31/92	Unexpended	Unexpended Percent
Alleghany County	$2,567	$2,546.65	$20.35	0.79%
Anson County	92,254	47,049.62	45,204.38	49.00%
Bertie County	84,862	45,407.75	39,454.25	46.49%
Bladen County	91,319	60,495.20	30,823.80	33.75%
Cabarrus County	36,736	22,677.18	14,058.82	38.27%
Kannapolis City	8,796	8,596.68	199.32	2.27%
Caldwell County	143,048	114,992.20	28,055.80	19.61%
Camden County	9,596	9,478.88	117.12	1.22%
Caswell County	69,354	36,356.16	32,997.84	47.58%
Chowan County	37,988	15,795.70	22,192.30	58.42%
Cleveland County	88,321	43,333.31	44,987.69	50.94%
Kings Mountain City	42,306	34,214.84	8,091.16	19.13%
Shelby City	34,738	27,268.96	7,469.04	21.50%
Columbus County	166,657	52,319.44	114,337.56	68.61%
Whiteville City	58,341	37,527.00	20,814.00	35.68%
Cumberland County	714,898	466,410.93	248,487.07	34.76%
Duplin County	154,632	70,631.64	84,000.36	54.32%
Edgecombe County	99,520	15,040.08	84,479.92	84.89%
Tarboro City	63,311	47,150.58	16,160.42	25.53%
Franklin County	80,706	23,333.14	57,372.86	71.09%
Franklinton City	22,815	22,707.56	107.44	0.47%
Gaston County	247,520	129,666.67	117,853.33	47.61%
Gates County	25,139	14,461.08	10,677.92	42.48%
Greene County	57,472	27,938.81	29,533.19	51.39%
Halifax County	122,996	11,188.95	111,807.05	90.90%
Roanoke Rapids City	54,831	40,465.66	14,365.34	26.20%
Weldon City	22,615	9,796.63	12,818.37	56.68%
Harnett County	241,979	24,566.64	217,412.36	89.85%
Haywood County	24,442	14,262.18	10,179.82	41.65%
Hertford County	85,904	803.01	85,100.99	99.07%
Hoke County	127,109	64,668.29	62,440.71	49.12%
Johnston County	235,389	124,540.62	110,848.38	47.09%
Jones County	28,605	19,177.79	9,427.21	32.96%
Lee County	50,959	32,456.95	18,502.05	36.31%
Lenoir County	94,819	56,225.94	38,593.06	40.70%
Kinston City	69,893	30,354.30	39,538.70	56.57%
Martin County	63,868	42,187.98	21,680.02	33.95%
Rocky Mount City	69,901	8,240.02	61,660.98	88.21%
Northampton County	70,935	15,289.32	55,645.68	78.45%
Pasquotank County	92,249	60,780.97	31,468.03	34.11%
Pitt County	183,143	88,197.68	94,945.32	51.84%
Richmond County	163,625	114,475.00	49,150.00	30.04%
Robeson County	570,809	272,161.21	298,647.79	52.32%
Rockingham County	34,614	17,945.30	16,668.70	48.16%
Eden City	42,171	12,590.11	29,580.89	70.15%
Western Rockingham	32,972	21,902.07	11,069.93	33.57%
Reidsville City	34,563	14,779.55	19,783.45	57.24%
Sampson County	126,917	54,511.03	72,405.97	57.05%
Clinton City	53,080	32,381.36	20,698.64	39.00%
Scotland County	152,303	98,671.30	53,631.70	35.21%
Surry County	78,113	55,654.06	22,458.94	28.75%
Elkin City	10,618	6,563.60	4,054.40	38.18%
Mount Airy City	20,705	20,705.00	0.00	0.00%
Tyrrell County	7,238	3,873.63	3,364.37	46.48%
Warren County	39,762	0.00	39,762.00	100.00%
Washington County	55,940	33,682.65	22,257.35	39.79%
Wayne County	249,021	249,021.00	0.00	0.00%
Goldsboro City	82,388	50,231.80	32,156.20	39.03%
Wilson County	136,074	72,709.76	63,364.24	46.57%
Yadkin County	36,554	36,276.20	277.80	0.76%
Total	$6,000,000	$3,186,737.62	2,813,262.38	46.89%

Total of 60 LEAs Received Funding.

Small County Supplemental Funding
Report on Expenditures
As of March 1992

State Summary

Total Allotment:	$4,000,000

Expenditure Description	Expended	Percent of Total
Teachers	$762,785.56	34.53%
Teacher Assistants	128,365.19	5.81%
Instructional Support (Note)	61,794.65	2.80%
Clerical Personnel	54,828.03	2.48%
Other – Salary Related:		
Substitute Pay	18,072.50	0.82%
Custodians	30,341.86	1.37%
Data Processing – Director/Other	12,427.36	0.56%
Other Technical	5,408.00	0.24%
Assistant Principals	35,323.23	1.60%
Salaries Other	8,200.00	0.37%
Matching Benefits	266,274.65	12.05%
Total	376,047.60	17.01%
Supplies and Materials	219,209.77	9.92%
Computer Software and Supplies	31,997.43	1.45%
Electricity/Fuel	82,178.16	3.73%
Other (Transportation, Travel, Post., Workshops, Contracts, Repairs)	18,013.91	0.82%
Textbooks (Basic & Supplemental)	38,359.15	1.74%
Library Books/Periodicals	21,115.80	0.96%
Instructional Equipment	219,588.81	9.94%
Computer Equipment	194,643.69	8.81%
Total	$2,208,927.75	100.00%

Unexpended Balance:	$1,791,072.25	44.8%

Note: Instructional Support includes Guidance, Library/Media Specialist, Social Workers, and Health Services.

Small County Supplemental Funding

LEA Name	1991–92 Allotment	Expended 3/31/92	Unexpended	Unexpended Percent
Alleghany County	$146,796	$100,906.55	$45,889.45	31.26%
Ashe County	176,832	132,688.46	44,143.54	24.96%
Avery County	171,880	116,150.64	55,729.36	32.42%
Camden County	136,048	72,011.50	64,036.50	47.07%
Caswell County	172,392	113,322.92	59,069.08	34.26%
Cherokee County	184,288	123,839.09	60,448.91	32.80%
Chowan County	158,672	55,025.02	103,646.98	65.32%
Clay County	151,604	73,413.44	78,190.56	51.58%
Currituck County	162,516	88,481.16	74,034.84	45.56%
Gates County	140,832	93,793.97	47,038.03	33.40%
Graham County	148,160	89,388.04	58,771.96	39.67%
Greene County	164,864	72,814.93	92,049.07	55.83%
Hyde County	146,680	92,080.36	54,599.64	37.22%
Jones County	151,504	92,388.59	59,115.41	39.02%
Madison County	165,592	62,750.01	102,841.99	62.11%
Mitchell County	163,072	96,434.11	66,637.89	40.86%
Northampton County	189,052	62,952.62	126,099.38	66.70%
Pamlico County	159,044	83,079.07	75,964.93	47.76%
Perquimans County	148,288	95,380.42	52,907.58	35.68%
Polk County	160,624	108,788.46	51,835.54	32.27%
Swain County	152,464	77,717.62	74,746.38	49.03%
Tyrrell County	130,204	86,119.36	44,084.64	33.86%
Warren County	169,384	22,563.97	146,820.03	86.68%
Washington County	172,592	83,439.47	89,152.53	51.66%
Yancey County	176,616	113,397.97	63,218.03	35.79%
Total	$4,000,000	$2,208,927.75	$1,791,072.25	44.78%

Total of 25 LEAs Received Funding.

APPENDIX F

Chapter 479
1985 Session Laws

-----TEACHER PREPARATION PROGRAM STUDY

Sec. 72. It is essential to maintain the highest quality teacher education programs in order to enhance the competence of professional school personnel certified in North Carolina. Colleges of education have the responsibility to lead the State toward effective reform in teacher education; therefore, the Board of Governors of The University of North Carolina is directed to study:

(1) Ways to upgrade teacher preparation programs to make the course of study more rigorous and more effective;

(2) Standards for institution-based innovative and experimental programs;

(3) Standards for implementing consortium based teacher education;

(4) Standards for improved efficiencies in the administration of teacher education programs; and

(5) Areas of potential teacher shortage and oversupply in the next 10 years.

The Board of Governors of The University of North Carolina shall form a task force by August 1, 1985, comprised of representatives of the State Board of Education, the Board of Governors, the Deans of the Schools of Education, the chancellors of the universities, private colleges, local school administrations, and public school teachers.

The President of the Senate and the Speaker of the House of Representatives shall each appoint one representative from the Appropriations or Education Committees to the task force by August 1, 1985.

The Board of Governors shall make a status report on its findings to the Joint Legislative Commission on Governmental Operations and to the Fiscal Research Division by May 1, 1986, and a final report to the 1987 Session of the General Assembly by January 15, 1987.

The recommendations in the final report shall include a proposed plan for phasing in the implementation of the Teacher Preparation Program over three fiscal bienniums.

This study shall be conducted within funds available to the Board of Governors. -