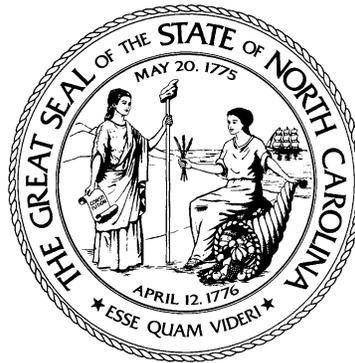


**JOINT LEGISLATIVE
JOINING OUR BUSINESSES AND SCHOOLS (JOBS)
STUDY COMMISSION**



***INTERIM REPORT TO THE
JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
AND TO THE
2010 GENERAL ASSEMBLY
OF NORTH CAROLINA***

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STATE OF NORTH CAROLINA

JOINT LEGISLATIVE JOINING OUR BUSINESSES AND SCHOOLS (JOBS)
STUDY COMMISSION



May 15, 2010

TO THE MEMBERS OF THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
AND THE 2010 REGULAR SESSION OF THE 2009 GENERAL ASSEMBLY OF NORTH
CAROLINA:

Attached for your consideration is the interim report to the Joint Legislative Education Oversight Committee and the 2010 Regular Session of the 2009 General Assembly of North Carolina. This report was prepared by the Joint Legislative Joining Our Businesses and Schools (JOBS) Study Commission pursuant to S.L. 2009-339.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Walter Dalton", written over a horizontal line.

Lt. Governor Walter Dalton
Chair

**JOINT LEGISLATIVE JOINING OUR BUSINESSES AND SCHOOLS
(JOBS) STUDY COMMISSION
2009-2010**

COMMISSION MEMBERSHIP

Ex Officio Members

Lt. Governor Walter H. Dalton (Chair)
Hon. Howard N. Lee, Executive Director of the Education Cabinet

President Pro Tempore Appointments

Sen. A.B. Swindell, IV (Vice Chair)
Sen. Harry Brown
Sen. Anthony E. Foriest
Mr. Robert J. Beichner
Mr. Swadesh B. Chatterjee
Mr. Mike Murphy
Ms. Felicia Gray Watson
Ms. Laura Willoughby

**Speaker of the House of Representatives
Appointments**

Rep. Rick Glazier (Vice Chair)
Rep. R. Van Braxton
Rep. Doug Yongue
Ms. Laura Carpenter Bingham
Mr. Joseph D. Crocker
Mr. Grant Godwin
Ms. Caroline Watts McCullen
Dr. Susan R. Purser

Governor's Appointments

Dr. William C. Harrison
Ms. Pamela B. Townsend

Upon the initiative of the Chair, the following persons were asked to attend the meetings and provide advice to the Commission.

Mr. Joe Freddoso
Dr. Tony Habit
Sen. Fletcher Hartsell
Dr. Sam Houston
Mr. Karl Rectanus

COMMISSION STAFF

Shirley Iorio
Kara McCraw

Jessica Macaluso, Commission Assistant

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2009**

**SESSION LAW 2009-339
SENATE BILL 1069**

**AN ACT TO ESTABLISH THE JOINT LEGISLATIVE JOINING OUR BUSINESSES
AND SCHOOLS (JOBS) STUDY COMMISSION.**

Whereas, the Innovative Education Initiatives Act became law in 2003; and

Whereas, as a result of this act, 52 Early and Middle College programs have been developed as a collaboration between the public schools, the community colleges, and private business; and

Whereas, these schools have generally evidenced a decrease in their dropout rates and, as a result, have won national awards; and

Whereas, North Carolina has seven identified economic development regions, each with its own challenges in today's changing and demanding job market; and

Whereas, North Carolina has numerous innovative public and private programs based in Science, Technology, Engineering, and Mathematics (STEM); and

Whereas, to be efficient with the taxpayers' dollars, to continue to increase the graduation rate, and to prepare our students for twenty-first century jobs, it would be beneficial to map these innovative education programs, including the development of additional Early and Middle College programs and STEM programs, and other public and private education programs that have instructional programs that prepare students to meet the particular employment and workforce preparation needs of the respective economic development regions. In addition, it would be beneficial to develop curriculum frameworks that reflect innovative design principles in some of these schools that would address both regional and statewide employment needs; and

Whereas, the United States Department of Education has identified 16 career clusters as a tool to connect career technical education (CTE) to education, workforce preparation, and economic development; and

Whereas, the North Carolina STEM Community Collaborative/MCNC is supporting the creation of a replicable community visioning process, engaging business, policy, education, and community stakeholders in mapping their local needs and producing a plan for sustainable, local education innovation based in science, technology, engineering, and mathematics; and

Whereas, it would be beneficial to position each region and the State to compete in the regional, national, and global economy by creating a joint legislative study commission to review the vision plans and overall needs of each economic development region as well as the overall needs of the State; and

Whereas, the Commission should advise the North Carolina Education Cabinet and specifically the Department of Public Instruction as they develop standard instructional programs for twenty-first century career paths in accordance with the Early and Middle College and STEM models and study the implementation of pilot programs in these respective regions that will best suit the potential of the region and better prepare students for the increased academic demands of a global economy; Now, therefore,

The General Assembly of North Carolina enacts:

SECTION 1. There is established the Joint Legislative JOBS (Joining Our Businesses and Schools) Study Commission (Commission).

SECTION 2.(a) The Commission shall consist of the following members:

- (1) The Lieutenant Governor serving as the Chair.

- (2) Two members appointed by the Governor.
- (3) Eight members appointed by the President Pro Tempore of the Senate, to include:
 - a. Three members of the Senate, with one designated to serve as a vice- chair.
 - b. A representative of The University of North Carolina.
 - c. A representative of the Department of Public Instruction.
 - d. A representative of North Carolina's business and industry.
 - e. A public school teacher.
 - f. An individual with expertise in STEM education.
- (4) Eight members appointed by the Speaker of the House of Representatives, to include:
 - a. Three members of the House of Representatives, with one designated to serve as a vice-chair.
 - b. A representative of the Community College System.
 - c. A representative of the Independent Colleges and Universities.
 - d. A representative of the Department of Commerce.
 - e. A representative of North Carolina's business and industry.
 - f. A representative of North Carolina's school superintendents.
- (5) The Executive Director of the Education Cabinet or the Executive Director's designee, serving ex officio.

SECTION 2.(b) Members of the Commission shall serve a three-year term, beginning on July 1, 2009. The terms for members of the House of Representatives or the Senate shall end upon the expiration of the members' legislative term.

SECTION 2.(c) Members shall serve at the pleasure of the appointing authority. Vacancies on the Commission shall be filled by the same appointing authority who made the initial appointment.

SECTION 2.(d) A vice-chair shall serve as Chair in the absence of the Chair.

SECTION 3.(a) The Commission shall study issues related to economic development through innovative schools where instructional program frameworks reflect the high academic standards required of students to be successful as they transition to postsecondary education and future careers, including:

- (1) Technical and vocational needs of each economic development region;
- (2) Employment and workforce preparation needs of the State as a whole;
- (3) The economic vision plans for each economic development region;
- (4) The shortage of highly skilled employees such as technicians, teachers, allied health practitioners, including, but not limited to, nurses and doctors, scientists, and engineers;
- (5) The 16 career clusters identified by the United States Department of Education as well as additional career paths;
- (6) The development of a framework for assessment of readiness of a community or region to support twenty-first century economic demands of business and industry development and the scaling of innovative local programs to impact broader numbers of individuals in communities around the State; and
- (7) Any other matter pertinent to connecting career technical education to education, workforce preparation, and economic development through innovative schools.

SECTION 3.(b) The Chair shall appoint from the Commission's membership a North Carolina STEM Community Collaborative Advisory Committee (Community Collaborative) to ensure that the efforts of the Commission and the Community Collaborative are aligned and that the Commission is informed of the Community Collaborative's activities and that the Community Collaborative is informed of the Commission's activities.

SECTION 4. The Commission shall prioritize and customize the career clusters and identify additional career paths and report its recommendations to the State Board of Education. The Commission shall (i) advise the North Carolina Education Cabinet and specifically the Department of Public Instruction as they develop, incrementally, standard instructional programs for career clusters and their corresponding career paths in accordance with the Early and Middle College model, and (ii) study the implementation of pilot programs in the seven economic development regions of the State that will best suit the needs of the regions and prepare students for the increased academic demands of a global economy.

SECTION 5. The Commission shall also study issues related to economic growth by the creation of measures and metrics which define the readiness of a community to deliver to all stakeholders the services that equip the workforce to be competitive in a STEM-intensive economy, including ensuring that students throughout the education pipeline gain the skills learned from science, technology, engineering, math, and other rigorous subjects. As a part of its study, the Commission may examine issues related to:

- (1) A replicable and perpetual model for aligning efforts of local business, industry, policy, and education stakeholders in community engagement for visioning student-centered learning;
- (2) The documentation and study of the innovative education programs critical for communities to be competitive in the STEM environment in the twenty-first century;
- (3) A framework to network these economic development regions, aligning State, regional, and external investment in replicable innovation;
- (4) Opportunities to leverage existing research, programs such as the College Foundation of North Carolina Bridges program, and other resources to maximize the impact of these existing resources and assets to avoid duplication, to achieve greater economies of scale, and to broaden the impact of these efforts by the most cost-effective means possible; and
- (5) Any other topics deemed relevant by the Commission.

SECTION 6.(a) The Commission shall, within the first eight months of its creation, meet at least once in each economic development region. The Commission may use any and all appropriate technology to enhance participation in its meetings and to reduce the costs incurred by the Commission. The Chair may appoint a volunteer advisory committee in each economic development region to assist the Commission in its work.

SECTION 6.(b) The Commission shall work closely with the business community across the State and shall encourage businesses and business leaders to partner with the Commission on the work of the Commission and to establish public-private partnerships with the pilot schools.

SECTION 6.(c) The University of North Carolina shall inform the Commission on the work of its constituent institutions on the elementary and middle school fundamental building blocks for secondary STEM success. This work should be a consideration for all communities which engage in visioning student-centered learning. The Commission shall also be informed by The University of North Carolina on its North Carolina STEM program inventory and how to make this inventory available to communities which engage in visioning student-centered learning.

SECTION 7. The Commission shall meet upon the call of the Chair. A quorum of the Commission shall be a majority of its members. The Legislative Services Commission shall grant adequate meeting space to the Commission in the State Legislative Building or the Legislative Office Building. G.S. 120-19 applies to requests made on behalf of the Commission.

SECTION 8.(a) The expenses of the Commission shall be paid by the Legislative Services Commission from available funds appropriated to the General

Assembly. The Legislative Services Commission may accept grants on behalf of the State to be used to help defray the expenses of the Commission. Any application and receipt of grants under this section shall be subject to the requirements of Chapters 120C and 138A of the General Statutes, and Article 14 of Chapter 120 of the General Statutes. Reasonable expenses of the Commission may include the cost of travel on a learning tour of innovative schools both inside and out of the State. Any grants funds received under this section shall be held by the General Assembly in a non-reverting special fund known as the JOBS Commission Fund to be administered by the Legislative Services Commission for expenses of the Commission. Any funds remaining in the JOBS Commission Fund shall transfer to the reserves of the General Assembly upon termination of the Commission.

SECTION 8.(b) Members of the Commission shall receive per diem, subsistence, and travel allowances in accordance with G.S. 120-3.1, 138-5, or 138-6, as appropriate. Individual expenses of five thousand dollars (\$5,000) or less, including per diem, travel, and subsistence expenses of members of the Commission, shall be paid upon authorization of the Chair of the Commission. Individual expenses in excess of five thousand dollars (\$5,000) shall be paid upon written approval of the President Pro Tempore of the Senate and the Speaker of the House of Representatives.

SECTION 8.(c) With approval of the Legislative Services Commission, the Legislative Services Officer shall assign professional and clerical staff to assist the Commission in its work during the interims between legislative sessions. The Directors of Legislative Assistants of the House of Representatives and the Senate shall assign clerical staff to the Commission. The Commission may contract for additional professional or consultant services in accordance with G.S. 120-32.02.

SECTION 9.(a) The Commission shall make an initial report of the results of its study to the State Board of Education by March 1, 2010. In its report, the Commission shall recommend at least four of the 16 career clusters identified by the United States Department of Education that will best and most broadly serve the immediate employment and workforce preparation needs of the State and the respective regions. Upon consideration of the recommendations of the Commission, the State Board of Education, in consultation with the Department of Public Instruction, shall develop the instructional programs for at least four career clusters and shall implement at least one JOBS Early or Middle College in each of the economic development regions beginning with the 2010-2011 school year where feasible, and in all other regions by the 2011-2012 school year.

SECTION 9.(b) The Commission may make recommendations resulting from its study to the State Board of Education and the Department of Public Instruction from time to time in its discretion.

SECTION 9.(c) The Commission shall monitor the implementation of its recommendations to the State Board of Education and the Department of Public Instruction and shall report and recommend to the General Assembly any legislation necessary to implement its recommendations.

SECTION 9.(d) The Commission shall make an interim report of the results of its study and its recommendations, including any proposed legislation, to the Joint Legislative Education Oversight Committee and the 2010 Regular Session of the 2009 General Assembly no later than May 15, 2010, and to the Joint Legislative Education Oversight Committee and the 2011 Regular Session of the 2011 General Assembly no later than February 1, 2011, and a final report to the Joint Legislative Education Oversight Committee and the 2012 Regular Session of the 2011 General Assembly no later than May 15, 2012. The Commission shall file a copy of each Commission report with the President Pro Tempore of the Senate's office, the Speaker of the House of Representatives' office, and the Legislative Library.

SECTION 10. The Commission shall terminate on June 30, 2012, or upon the filing of its final report in accordance with Section 9.(d) of this act.

SECTION 11. This act is effective when it becomes law.

BACKGROUND

In 2003, the Innovative Education Initiatives Act was enacted by the General Assembly. That legislation instructed the Education Cabinet to set as a priority cooperative efforts between secondary schools and institutions of higher education to reduce the high school dropout rate, increase high school and college graduation rates, decrease the need for remediation in institutions of higher education, and raise certificate, associate, and bachelor degree completion rates. The Act also created Cooperative Innovative High School Programs, which authorized boards of trustees of community colleges and local boards of education to jointly establish cooperative innovative programs in high schools and community colleges that would expand students' opportunities for educational success through high quality instructional programming. The programs were to target high school students at risk of dropping out of school before attaining a high school diploma, or high school students who would benefit from accelerated academic instruction.

The Innovative Education Initiatives Act gave a statewide impetus to the creation of Early College High Schools, a program profiled by the New York Times in a February 1, 2010 article, and recognized with a 2008 Harvard Innovations in American Government Award. Early College High Schools are high schools with an academically rigorous course of study where students can graduate with both a high school diploma, as well as an Associate in Art or Science degree for college transfer, an Associate in Applied Science for career and technical skills, or two years of university transfer credit. Since the passage of the Innovative Education Initiatives Act, seventy Early College High Schools have been opened in North Carolina. Early College High Schools are physically located on the campuses of high schools, community colleges, and university or college campuses, as well as operating on virtual campuses using online learning and engaging in on-site learning at private businesses. Nearly seventy percent of students enrolled in North Carolina's Early College High Schools identify themselves as first generation college students.

S.L. 2009-339 established the Joint Legislative Joining Our Businesses and Schools (JOBS) Study Commission (JOBS Commission) to study issues related to economic development through innovative schools across the State of North Carolina. The legislation directed that the Lieutenant Governor serve as chair of the JOBS Commission, which consists of twenty members from the business and education communities, with appointments by the Governor, the Speaker of the House of Representatives, and the President Pro Tempore of the Senate. The Executive Director of the Education Cabinet serves as an ex officio member.

The JOBS Commission, as an extension of the work that was begun in 2003 with the passage of the Innovative Education Initiatives Act, was charged with studying issues related to economic development, and the benefit workforce development and preparation might derive from the implementation of innovative high schools. The Commission was specifically to focus on instructional programming frameworks that would reflect high academic standards required of students to allow them to be successful and prepared for 21st Century jobs. The framework should prepare them to transition to postsecondary education and reduce the need for remediation. The Commission was charged with conducting hearings within the seven economic development regions to receive information about the economic vision of each region and what business and industry clusters can be reasonably expected to locate or expand within those regions. The Commission was also directed to seek input about educational preparation within

each region for these 21st Century jobs and connecting career technical education to education, workforce preparation, and economic development through innovative schools.

S.L. 2009-339 directed the Commission to prioritize and customize career clusters, identify additional career paths, and report its recommendations to the State Board of Education. The Commission was also directed to study the implementation of pilot programs in the seven economic development regions of the State that will best suit the needs of the regions and prepare students for the increased academic demands of a global economy. In addition, the Commission was directed to study issues related to economic growth by the creation of measures and metrics which define the readiness of a community to deliver to all stakeholders the services that equip the workforce to be competitive in a STEM intensive economy, including ensuring that students throughout the education pipeline gain the skills learned from science, technology, engineering, math, and other rigorous subjects.

COMMISSION PROCEEDINGS

The Joint Legislative Joining Our Businesses and Schools (JOBS) Study Commission held 10 meetings.

October 12-13, 2009
Raleigh, NC

October 12, 2009

Background Information – Legislation and Early Colleges

- Dr. Shirley Iorio, Legislative Analyst
- Kara McCraw, Legislative Analyst

Real World Examples

- Wake Early College of Health and Sciences
 - Teresa Pierre, Principal
- Bertie Science, Technology, Engineering and Mathematics High School
 - Justin Harmon, Student
 - Martynez White, Student
 - Sharon Tann, Guidance Counselor
 - Kezia Lee, Math Teacher

Career-Ready Commission

- Dr. June Atkinson, State Superintendent of Public Instruction

DPI Career Clusters

- Felicia Gray-Watson, Career Development, CTE Support, NC DPI

NC Chamber of Commerce

- Lew Ebert, President, NC Chamber of Commerce

North Carolina Economic Development Regions

- John Chaffee, President & CEO, North Carolina's Eastern Region

North Carolina Community College System

- Dr. Scott Ralls, President, North Carolina Community College System

October 13, 2009

MCNC

- Joe Freddoso, President & CEO, MCNC
- Karl Rectanus, Director, NC STEM Community Collaborative

New Schools Project

- Dr. Tony Habit, President, New Schools Project

November 17, 2009
Williamston, NC

Northeast Region Partnership -Presentation of Vision Plan

- Vann Rogerson, President & CEO, Northeast Region Partnership

Panel Discussion

- Caroline McCullen – SAS, Director Education Initiatives & Commission Member (Moderator)
- Dr. Tony Habit, President, New Schools Project (Early College Program)
- Johnny Jacobs, Controller, Nucor Steel (Business & Industry)
- Dr. Tom Daly III, Martin County Superintendent (Public School System)
- Dr. Willie Gilchrist, Chancellor, ECSU (Local University)
- Dr. Ervin Griffin, President, Halifax Community College (Local Community College)

Regional Perspective

- Dr. Chip Zullinger, Superintendent, Bertie County Schools

STEM

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

Public Comments

**December 11, 2009
Kannapolis, NC**

Charlotte Regional Partnership

- Kenny McDonald, Vice President, Economic Development Services, Charlotte USA

Building Tomorrow's Prepared Workforce

- Grant Godwin, Vice President, Martin Marietta Composites (Moderator)
- Rick Admani, Chief Operating Officer, Diagnostic Devices, Inc.
- John Cox, CEO, Cabarrus Regional Chamber of Commerce
- Scott Lampe, Chief Financial Officer, Hendrick Motorsports
- Rick Parsons, Executive Vice President, Global Staffing, Bank of America
- Catherine Stancombe, Vice President of Human Resources, Duke Energy
- John Torbett, Vice President Business Development, Defense Technologies

Future-Ready Graduates: It Takes a Whole Village

- Caroline McCullen, SAS, Director Education Initiatives (Moderator)
- Dr. Ed Davis, Superintendent, Union County Schools
- Dr. Joan Lorden, Provost & Vice Chancellor for Academic Affairs, UNC-Charlotte
- Dr. Tony Habit, President, New Schools Project
- Dr. Tony Zeiss, President, Central Piedmont Community College

Presentation on Academy Programs

- Greg Gift - Assistant State Director Career and Technical Education, NC DPI

Public Comments

**January 19, 2010
Raleigh, NC**

14 Grand Challenges Facing Engineering and STEM skills Needed for the New World Job Market

- Dr. Louis Martin-Vega, Dean of the College of Engineering, North Carolina State University

Update on STEM & Collaborative Work

- Karl Rectanus, Leader, NC STEM Community Collaborative

Kenan Fellows Program

- Dr. Valerie Brown-Schild, Program Director
- Susan Parry, Assistant Director for Partnerships and Resource Development

**January 29, 2010
Rocky Mount, NC**

North Carolina's Eastern Region Partnership Vision Plan

- John Chafee, President and CEO, Eastern Region Partnership

A Perfect Match: Lenoir County and NC STEM

- John Chafee, President and CEO, Eastern Region Partnership
- Rick Davis, NC Site Operations Director, Spirit AeroSystems
- Steve Hill, Secondary Education Coordinator, Lenoir Public Schools
- Nathaniel Vause, President & CEO, Granville Academy North Carolina
- Tom Vermillion, President, DEPS & Lenoir Committee of 100

Business and Education Panel

- Moderator, Tricia Willoughby, Executive Director, NC Business Committee for Education
- Dr. Annette Brown, Asst. Superintendent for Instructional Services and Accountability, Craven County Schools
- Dr. Bill Carver, President, Nash Community College
- Rick Davis, NC Site Operations Director, Spirit AeroSystems
- Dan Gerlach, President, Golden LEAF Foundation
- Dr. Michael Priddy, Partner, New Hope Foundation & Retired School Superintendent
- Tyree Walker, Chief Human Resources Officer – University Health System

Student Early College Presentation

- Drucilla Cofield, Student, Nash Early College High School
- Hasan Hasan, Student, Nash Early College High School
- William Heath, Student, Nash Early College High School

Public Comments

**February 18, 2010
Fayetteville, NC**

North Carolina's Southeast Vision Plan

- Steve Yost, Director – NC's Southeast

A Perfect Match: Ft. Bragg Region and NC STEM

- Dr. Valerie B. Brown-Schild, Director - Kenan Fellows Program
- Dr. Thomas Conway, VC & Chief of Staff - Fayetteville State University
- Wayne Grant, Senior Associate - Booz | Allen | Hamilton
- Dr. Jane Smith, Program Manager for Education - BRAC Regional Task Force

Language and Global Competency Presentation

- Dr. Larry Keen, President, Fayetteville Technical Community College
- Dr. Frank Till, Superintendent, Cumberland County School System

Cross Creek Early College Presentation

- Briana Murrell, Student
- Lashay Hicks, Student
- Kurtys Neal, Student

Southeastern Region Business Panel

- Moderator – Lt. Governor Walter Dalton
- Jeff Corbett, Senior Vice President, Progress Energy Delivery Carolinas
- Cheya Dunlap, Senior Vice President, Human Resources, GE Hitachi Nuclear Energy
- General David L. Grange, CEO, PPD, Inc.
- Merrideth Hale, Human Resources Director, Campbell Soup Company
- Jeanne Scharch, Director, Ft. Bragg Civilian Personnel Advisory Center
- Karen Wrigley, General Manager, DuPont Fayetteville Works Plant

Public Comments

**March 8, 2010
Greensboro, NC**

North Carolina's Piedmont Triad -Presentation of Vision Plan

- Don Kirkman, President & CEO – NC's Piedmont Triad Partnership

Yadkin Valley Career Academy

- Barry Sink, President - Olde Lexington Products
- Newell Clark, President - Standell Properties

Logistics & Distribution Cluster Breakdown

- LB Clayton, VP Mid-South Region - Old Dominion & Chair of the Piedmont Triad Logistics and Distribution Roundtable

An Overview of Life Sciences, Bioscience & Regenerative Medicine

- Dr. Richard H. Dean, President Emeritus - Wake Forest University Health Sciences

GTCC Middle College Student

- Anna Batista, Anticipated May 2010 graduate from GTCC Middle College

A Perfect Match: Davie County and NC STEM

- Dr. Linda Bost, Davie County Schools
- Terry Bralley, President, Davie County Economic Development Council
- Larry Colbourne, Mebane Charitable Foundation

The Emerging Field of Nanoscience

- Dr. James Ryan, Founding Dean, Joint School of Nanoscience (NCA&T / UNC-G)

GTCC Middle College Graduate

- Ryan Kabatchnick, 2005 GTCC Middle College graduate, 2010 NC State Graduate

Honda Aircraft Company & the Aerospace Industry

- Stephen Keeney, Senior Manager of Corporate Affairs, Honda Aircraft Company

GTCC Middle College Graduate

- Ronnie Mock, 2009 GTCC Middle College graduate, current NC A&T State University student

Public Comments

**March 29, 2010
Cary, NC**

Research Triangle Region Vision Overview

- Charles Hayes, President & CEO, Research Triangle Region

State Priorities in Economic and Workforce Development

- Secretary Keith Crisco, NC Department of Commerce

STEM / Grand Challenges Early College High School Associated with NCSU

- Dr. Betsy E. Brown, Vice Provost for Faculty Affairs, NC State University
- Horace McCormick Jr., Director, Talent Management, Progress Energy Human Resources
- Pamela B. Townsend, PE, Vice President, AECOM, Inc. & President, Professional Engineers of North Carolina

Creativity & Workforce Competitiveness

- David Burney, Partner and CEO, New Kind consulting firm

Insights on Industry & Education

- Dr. Teresa Helmlinger Ratcliff, Assistant Vice Chancellor for Extension, Engagement & Economic Development, North Carolina State University & Executive Director, Industrial Extension Service

Apex High School Academy of Information Technology

- Maite Ghazaleh, Academy Student, Class of 2011
- Caroline McCullen, Director, SAS Education Initiatives
- Julie Oster, Coordinator, Academy of Information Technology
- Cameron Will, Academy Student, Class of 2010

Public Comments

**April 18, 2009
Asheville NC**

Chancellor's Welcome and Introduction of Commission

- Dr. Anne Ponder, Chancellor, University of North Carolina Asheville
- Lieutenant Governor Walter Dalton, Chair, JOBS Commission

Advantage West Region Vision Overview

- Scott Hamilton, President & CEO, AdvantageWest Region

Panel Discussion, Work Force Development Needs of Targeted Sectors

- Laura Copeland, VP Work Force Development and Public Policy, Asheville Area Chamber, Moderator
- Phil Webb, Human Resources Manager, Raflatac, Inc.
- Dan Ray, Past President and CEO, American Craft Council and creator of Handmade in America in Western North Carolina
- Troy Tolle, Co-founder and Chief Technical Officer, Digital Chalk
- Mark Burrows, Planning and Economic Development Director, Transylvania County
- Tim Johnston, President and CEO, Sisters of Mercy Urgent Care

Buncombe County Early College High School Presentation

- Margaret Turner, Principal, Buncombe County Early College
- Doug Hutchman, Work-based Counselor, Buncombe County Early College
- Drew Benbow, Student, Buncombe County Early College
- Joan Oriol, Western North Carolina Human Resource Agency

Insights on Hospitality and Tourism Sectors

- Paul Stone, President and CEO, North Carolina Lodging and Restaurant Association
- Stephen Frabitore, Tupelo Honey Café
- Capi Wampler, General Manager, The Ellington Hotel

Joining Businesses and Schools in a Rural County

- Dr. Patricia Mitchell, Director, Ashe County Economic Development

A Future-Focused Work Force for Western North Carolina

- Dr. John W. Bardo, Chancellor, Western Carolina University

Public Comments

**May 5, 2010
Raleigh, NC**

Commission Discussion and Review of Draft Interim Report

SUMMARY OF COMMISSION PROCEEDINGS

This section of the report provides a brief summary of the Commission meetings. It is not intended to be a complete, official record of those meetings. However, there is an official record of the Commission's meetings, including minutes and handouts distributed to the Commission members, in the Legislative Library.

October 12, 2009

The Joint Legislative Joining Our Businesses and Schools (JOBS) Commission held its first meeting on October 12 and 13 at the Legislative Office Building in Raleigh.

Dr. Shirley Iorio, Education Policy Analyst with the Research Division of the North Carolina General Assembly, presented information about the *Innovative Education Initiatives Act*, the 2003 legislation that put into place the framework for the Early College High School Program by authorizing local boards of education to establish cooperative innovative high school programs with community college and university boards of trustees. These schools would target high school students who are at risk of dropping out of school or who would benefit from accelerated academic instruction. Dr. Iorio also reviewed for the Commission the elements of Session Law 2009-339, the legislation that created the Joint Legislative Joining Our Businesses and Schools (JOBS) Commission to study issues related to economic development through innovative schools.

Kara McCraw, Staff Attorney with the Research Division of the North Carolina General Assembly, presented information about Early College High Schools in North Carolina. Early College High Schools are schools with an academically rigorous course of study where students can graduate with both a high school diploma, as well as an Associate in Art or Science degree for college transfer, an Associate in Applied Science for career and technical skills, or two years of university transfer credit. There are currently 70 Early College High Schools in North Carolina.

Justin Harmon and Martynez White, students at Bertie Science, Technology, Engineering and Mathematics (STEM) High School, described for the Commission the positive affect the Bertie STEM High School has had on them. Both students agreed that the STEM school provided them with opportunities they might not have had in their "traditional" high school, such as smaller classes where they receive more individual attention from their teachers and working in groups to complete projects or assignments. Sharon Tann, Guidance Counselor, and Kezia Lee, Math teacher at the Bertie STEM High School, explained that the school started as a result of the New Schools Project. They told the Commission that the school provides an environment where students use information more like it is used in the "real world" which makes the learning more relevant to the students.

Dr. June Atkinson, State Superintendent, provided the Commission with an update of the work of the Career-Ready Commission. Dr. Atkinson explained that the State Board of Education has adopted the Future Ready Core which will better prepare North Carolina students for the 21st Century. She stressed the importance of connecting K-12 classrooms to college, careers, and the business community and collaborating for workforce and economic development.

Teresa Pierre, Principal, Wake Early College of Health and Sciences, provided the Commission with information about her school. Wake Early College of Health and Sciences is a unique partnership of a K-12 school system, a community college, and a major health care provider which is located on the Wake Technical Community College: Health Sciences Campus and North Campus with access to WakeMed Health and Hospitals New Bern Avenue Campus. The school offers a five-year program that provides students the opportunity to earn a high school diploma, an Associate's Degree, and/or pre-curricular courses in allied health fields. Students also have career development opportunities such as job shadowing and summer internships.

Lew Ebert, President, NC Chamber of Commerce, told the Commission that business leaders want to step up and help the State's overall competitiveness. Mr. Ebert said that government creates the environment that grows jobs, and that the work of the JOBS Commission will help to raise the graduation rate and provide the opportunity for more rigor in schools. He reminded the Commission that the high skill, high wage jobs of the future are going to need workers that we don't currently have available.

John Chaffee, President and CEO, North Carolina's Eastern Region, provided information about the North Carolina Partnership for Economic Development (NCPED). NCPED includes the seven economic development regions in North Carolina: Advantage West, Charlotte, NC Eastern, NC Northeast, NC Southeast, Piedmont Triad and RTP. Mr. Chaffee indicated that each region is unique and "one size fits all" is not an option because it is each region's flexibility and proximity that enables them to understand and meet the unique needs of their constituents. Each of the seven regions has an Economic Vision Plan.

Dr. R. Scott Ralls, President, North Carolina Community College System, told the Commission that Early Colleges take up a lot of resources at community colleges but that they are the most engaged form of education that he has ever seen. Dr. Ralls had been President of Craven Community College and talked about his experience with that college's Early College Program. He said that it was designed with career paths focused on engineering, health sciences, and teaching math and science. Craven Early College has a unique relationship with NC State College of Engineering.

Felicia Gray-Watson, Interim Section Chief, Career and Technical Education Support Services, NC Department of Public Instruction, spoke about the sixteen Career Clusters. Career Clusters are groupings of occupations/career specialties that are used as an organizing tool for curriculum and instruction. Each Career Cluster and its related pathways require a common set of knowledge and skills for career success. Students are able to identify available career options and make career decisions that are led by their interests, clearly defined pathways, and timely employment projections that meet the needs of North Carolina's economy.

October 13, 2009

The legislation (S.L. 2009-339) that created the JOBS Commission authorized the Chair of the Commission to appoint from its membership a North Carolina STEM Community Collaborative Advisory Committee to ensure communication between the Commission and the Community Collaborative and alignment of their efforts. Two members of the Advisory Committee addressed the Commission:

Joe Freddoso, President and CEO, Microelectronics Center North Carolina (MCNC), told the Commission that 60% of the jobs in the old economy required only a high school diploma. However, those numbers have reversed and there is a great need for innovation and reform in our schools. Mr. Freddoso suggested a bottom-up rather than a top-down approach so that communities can have a say in how they educate their children.

Karl Rectanus, Director, NC STEM Community Collaborative, provided information about the history and goals of NC STEM, the network of STEM communities, the Community Visioning & Design Process (CVP), and the role of the JOBS Commission. Mr. Rectanus indicated that there are three STEM communities ready to launch and four emerging, incubating communities which have been identified.

Dr. Tony Habit, President, New Schools Project, informed the Commission that the NC New Schools Project was established in 2003 as an initiative of the Office of the Governor, the NC Education Cabinet, and the State Board of Education, with the support of the Bill & Melinda Gates Foundation, to spark and support systemic, sustainable innovation in secondary schools across the State so that all students graduate prepared for college, work and life. The New Schools Project has partnered with 64 school districts in the development of 105 innovative high schools like the Early College High Schools and the Redesigned High Schools. Dr. Habit indicated that students in these innovative high schools tend to stay in school and do well on State tests.

November 18, 2009

The JOBS Commission met in the Northeast Region at the Senator Bob Martin Eastern Agriculture Center in Williamston, NC.

Vann Rogerson, President and CEO, Northeast Region Partnership, presented the Vision Plan for this region. Mr. Rogerson identified five clusters that are the focus for the Northeast: Automotive, Aerospace, Agricultural, Marine, and Tourism.

Caroline McCullen, a member of the Commission and SAS Director of Education Initiatives, moderated a panel on "Future-Ready Graduates: It Takes a Whole Village." Panel members included Dr. Tony Habit, President, New Schools Project, representing an Early College Program perspective; Johnny Jacobs, Controller, Nucor Steel, representing a business and industry perspective; Dr. Tom Daly, Martin County Superintendent, representing a public school system perspective; Dr. Willie Gilchrist, Chancellor, Elizabeth City State University, representing a local university perspective; and Dr. Ervin Griffin, President, Halifax Community College, representing a local community college perspective. The panel was asked, "What kind of graduates are you seeking?" and responded that graduates need science, math, computer and other technology skills.

Some panelists remarked that aviation science skills and pharmacy science are also important to the Northeast Region. The panelists discussed the need for integrating curriculum with real life learning experiences and for making students aware that they are competing with the world for jobs. Everyone agreed that when dollars are scarce collaboration is important.

Dr. Chip Zullinger, Superintendent, Bertie County Schools, and Jim Garner, a Lead Teacher at the Bertie Early College, provided information on the school and its focus on agriculture. Bertie Early College's mission is to provide a rigorous curriculum, have every student college-ready, prepare students for the 21st century through powerful teaching and learning, allow no child to fail and be left behind and develop leaders and entrepreneurs for the future. This school is focused on agriculture and life sciences because 75% of Bertie County's income is predicated on those industries. Mr. Garner stressed the importance of providing education, extension and research for Northeast North Carolina so they can keep their best and brightest students at home and recruit new talent to the area.

Dr. Sam Houston, President, NC Science, Mathematics, and Technology Education Center, addressed the Commission about what students must know and be able to do, the high standards they are expected to meet, and the assessments that measure what they know. Dr. Houston pointed out to the Commission that all students must be able to meet high standards and need the following skills: critical thinking and problem solving, communication, creativity and innovation, collaboration, contextual learning, and information and media literacy.

Karl Rectanus, Director, NC STEM Community Collaborative, gave an update.

The meeting ended with a public comment period.

December 11, 2009

The JOBS Commission met in the Charlotte Region at the North Carolina Research Campus in Kannapolis, NC.

Kenny McDonald, Vice President, Economic Development Services, Charlotte USA, told the Commission that his job is to market the Charlotte Region all over the world and to create opportunities for job growth and capital investment, to connect people and resources, and to support economic development allies, investors and organizations within the region's 130 municipalities, 16 counties and two states. Mr. McDonald indicated that the targeted sectors are defense, finance, health, energy, motorsports and film. The Region does face talent challenges: preparing specialists capable of solving multi-disciplinary problems; preparing educated individuals and an entrepreneurial culture; and attracting talent from the United States and abroad.

Grant Godwin, Vice President, Martin Marietta Composites, moderated a panel on "Building Tomorrow's Prepared Workforce." Panel members included Rick Admani, Chief Operating Officer, Diagnostics Devices, Inc.; John Cox, CEO, Cabarrus Regional Chamber of Commerce; Scott Lampe, Chief Financial Officer, Hendricks Motorsports; Rick Parsons, Executive Vice President, Global Staffing, Bank of America; Catherine Stancombe, Vice President of Human Resources, Duke Energy; and John Torbett, Vice President Business Development, Defense Technologies. The panelists agreed that it is important to continue to invest in people and education and to try to get the education systems to ebb and flow with the needs of business and

industry. Some of the panelists pointed out the following skills that North Carolina students will need: soft skills, content skills, manual skills, intellectual curiosity, deep thinking and willingness to "go the extra mile". The high dropout rate and low college completion rate in NC were concerns expressed by the panelists. They indicated that keeping students actively engaged in learning, involving business and industry in schools, supporting first generation college-goers, using distance learning, instilling a sense of leadership, recognizing and dealing with globalization, and increasing focus on career awareness and career preparedness will be the kinds of changes in education that will best prepare students for today's and tomorrow's workforce.

Laura Bingham, a member of the Commission and President of Peace College, moderated a panel on "Future-Ready Graduates: It Takes a Whole Village." Panel members included Dr. Ed Davis, Superintendent, Union County Schools; Dr. Joan Lorden, Provost and Vice Chancellor for Academic Affairs, UNC-Charlotte; Dr. Tony Habit, President, New Schools Project; and Dr. Tony Zeiss, President, Central Piedmont Community College. Dr. Habit commented that looking at different approaches to education will require a level of innovation and design that we haven't needed in the past. We must create an environment where teachers can work together every day and where beliefs about all students will change. Dr. Davis added that teachers today are better prepared than they have ever been prepared but the issues are much more complex. The role of the public schools needs to be clearly defined because right now schools are asked to do everything. Schools today face two major challenges – money and changing the mindset of all stakeholders. Dr. Lorden explained that UNC-Charlotte serves a wide range of both traditional 18-year-olds and non-traditional students 24 years old and older. Their challenge is how to make programs available as broadly as they can to provide access and opportunity. UNC-Charlotte collaborates with school systems to train teachers and then support them in their career. Dr. Zeiss stated that community colleges also serve a great diversity of age in their students and that 72% of the community college students have to have remediation in math, English and reading. He suggested the need to align high school exit exams with community college entrance exams to help with the remediation problem.

Marty Tobey, Northwest Regional Coordinator, Regional Services, NCDPI, spoke to the Commission about the Career Academy approach to Career-Technical Education (CTE). A Career Academy has a theme-based approach and is organized as a "school within a school" that offers students a sequence of specialized courses that lead to advanced training/education. The academies are labor market driven, have relationships with business, industry and post-secondary institutes, and offer rigorous course work and relevant learning experiences. Approximately 20% (23) of North Carolina school districts offer some type of Career Academy. There are 156 academies offered within these districts, with some districts offering the same academy at various schools. In the Charlotte Partnership Region, there are 28 academies in Charlotte, one in Kannapolis, three in Gaston County and seven in Union County. Some of the more common academies are themed around engineering, health/medical, business/finance, and information technology. Mr. Toby indicated that nearly 100% of Academy students graduate from high school; more than four out of five advance to higher education; and only 8% need remediation courses in college.

The meeting ended with a public comment period.

January 19, 2010

The JOBS Commission met at the Legislative Office Building in Raleigh.

Dr. Louis Martin-Vega, Dean of the College of Engineering, North Carolina State University, spoke about 14 Grand Challenges facing engineering – "do-able" engineering undertakings that have the most potential for profound and positive impacts on civilization. Meeting the Grand Challenges will require the full integration of engineers, scientists, policy-makers, governments, and the public at-large to make change happen. The Challenges can be subcategorized as follows: Sustainability, Health, Security, and Joy of Living. Dr. Martin-Vega reviewed the impact these challenges will have on the economy both in the short term and in the long term. He also spoke briefly on the need to integrate STEM education into curricula rather than keeping it in separate silos.

Karl Rectanus, Leader, NC STEM Community Collaborative, spoke about facilitating a culture of innovation in communities. Mr. Rectanus explained that the NC STEM Community Collaborative is a partnership with STEM Communities around the State, housed at MCNC, with the support of the Bill & Melinda Gates Foundation, Battelle Memorial Institute, and other expert partners. The Collaborative connects local community networks with STEM resources and other networks through a research based systems designed Community Visioning & Design Process (CVP). STEM Community Design Teams in CVP create a locally sustainable Education Innovation Design Plan, focused on student centered STEM education tied to economic needs of the region and State. The 2009 STEM Communities are the Davie County Region, Lenoir County Region, and the 11 county BRAC Region.

Dr. Valerie Brown-Schild, Program Director, and Susan Parry, Assistant Director for Partnerships and Resource Development, Kenan Fellows Program, provided an overview of the Kenan Fellows Program for Curriculum and Leadership Development. The Program is an initiative of the Kenan Institute for Engineering, Technology & Science, and is generously supported by funding from business, government, foundations, research grants, and individual partners. It is a competitive two-year fellowship offered to K-12 public school teachers whose mission is to enhance curriculum relevance for the benefit of all students, engage teachers, business, and universities through unique professional collaboration, and promote growth opportunities for teachers and the teaching profession. The Program, established in 2000, grew from a community effort to address the retention of effective math and science teachers in North Carolina's Research Triangle region.

Lt. Governor Dalton opened the floor to the Commission members to discuss and ask questions regarding past and future commission meetings. He also appointed two subcommittees, as listed.

Governance Subcommittee: Susan Purser, Grant Godwin, Senator Harry Brown, Caroline McCullen, Karl Rectanus.

Northeast Region Subcommittee: Laura Willoughby, Rep. Van Braxton, Senator Tony Foriest, Felicia Gray Watson, Tony Habit.

January 28, 2010

The Jobs Commission met in the Eastern Region at Nash Community College in Rocky Mount, NC.

John Chaffee, President and CEO, North Carolina Eastern Region Partnership, spoke about the North Carolina Eastern Region – An Economic Development Partnership. The Eastern Region, whose mission is to promote economic development, is comprised of 13 counties with a population of a million people. The targeted sectors include advanced manufacturing, aviation/aerospace, marine trades, life science, defense-related industries, tourism/retiree attraction and value-added agriculture. Mr. Chaffee stated that the career clusters that make most sense for the Eastern Region are advanced manufacturing and healthcare. Mr. Chaffee feels that focusing on these clusters will help the Eastern Region be successful in the current and future economy. The Eastern Region has several initiatives that are focused on these clusters, including the Military Growth Task Force, Aerospace/Defense Committee, BioEast Alliance, and the Global Innovation Network.

Tom Vermillion, President, DEPS and Lenoir Committee of 100, along with Rick Davis, NC Site Operations Director, Spirit Aerosystems, Steve Hill, Secondary Education Coordinator, Lenoir Public Schools, Nathaniel Vause, President & CEO, Granville Academy of North Carolina, and John Chaffee, President, NC Eastern Region, presented information about the Lenoir County STEM Community Collaborative "Got STEM?". The presenters stated that their design team has equal representation from the entire community including industry, volunteer organizations, government, higher education, public education, local businesses and citizens. These key players were instrumental in building a grassroots initiative that created community excitement and interest through the STEM campaign and media coverage. There were community forums established to ensure input and a collaborative vision with an issue that was important and vital to the whole community.

Tricia Willoughby, Executive Director, North Carolina Business Committee for Education, moderated a Business and Education Panel. Included on this panel were Dr. Annette Brown, Assistant Superintendent for Instructional Services and Accountability, Craven County School System; Dr. Bill Carver, President, Nash Community College; Rick Davis, NC Site Operations Director, Spirit AeroSystems; Dan Gerlach, President, Golden LEAF Foundation; Dr. Michael Priddy, Partner, New Hope Foundation, and Retired School Superintendent; and Tyree Walker, Chief Human Resources Officer, University Health Services. Generally, the panelists indicated that the skills they are looking for in their workforce include strong communication skills, critical thinking skills, customer service skills, social media skill sets, engineering skills, technical skills, teamwork and collaboration, and leadership skills. These skills are consistent with what they are hearing from businesses. Members of the panel agreed that the STEM initiatives in North Carolina will help draw new businesses to the State. Ms. Willoughby asked the education members about economic development and how they see education adding to economic development. Responses from panelists indicated that community colleges will be an integral part of economic development because many businesses see the economic downturn as an opportunity to aggressively train their employees via the community college system. Also, the early college programs add so much to

the community because they allow the community college system to push the training down to 8th grade.

The Principal of the Nash Community College's Early College program introduced students Drucilla Cofield, Hasan Hasan, and William Heath. The students gave their perspectives on their Early College experiences.

The meeting ended with a public comment period.

February 22, 2010

The JOBS Commission met in the Southeast Region at Fayetteville State University in Fayetteville, NC.

Steve Yost, Director, North Carolina's Southeast, presented information about this region including its mission and purpose and key economic assets. Mr. Yost provided a snapshot of the workforce and industry clusters including trade/transportation/utilities, government, healthcare/education, manufacturing, hospitality/food, construction, business services, and public administration. Energy/alternative energy, food processing, distribution/logistics, military contracts, healthcare, and government are the fastest growing sectors in this region. Mr. Yost also pointed out that companies are telling economic developers that globalization is driving competition in company locations, job skills and technology. A higher skilled workforce is a must for quality regional economic growth and gaps exist in workforce skills in the Southeast Region. The global skills required by many companies include critical thinking and problem solving, applied technology, applied mathematics, teamwork, locating and using information, and applied science. Some of the regional initiatives described by Mr. Yost include workforce analysis, distribution and logistics analysis, BRAC initiative and marketing, and global economic integration initiative.

"A Perfect Match: Ft. Bragg Region and NC STEM" was presented by Dr. Valerie B. Brown-Schild, Director, Kenan Fellows Program; Dr. Thomas Conway, Vice Chancellor and Chief of Staff, Fayetteville State University; Wayne Grant, Senior Associate, Booz-Allen-Hamilton; and Dr. Jane Smith, Program Manager for Education, BRAC Regional Task Force (RTF). The BRAC RTF serves as a liaison between Fort Bragg and 11 surrounding counties. Education and workforce were identified as major impact areas and in the Spring of 2009 Fort Bragg regional organizations from all sectors partnered through BRAC RTF as a Ready to Launch Community with NC STEM Community Collaborative. There was a regional STEM design team to create a regional vision: The Fort Bragg Region will foster regional economic development by engaging all segments of the community in creating a culture that values STEM related knowledge, in preparing students to be lifelong learners, and in educating the regional workforce with the 21st century skills to successfully compete in a global economy. The team of presenters indicated that their efforts are important so that students will be prepared for the workforce, to provide an agile, scalable STEM model, and to attract defense and Homeland Security industry sectors.

Dr. Frank Till, Superintendent, Cumberland County Schools, and Dr. Larry Keen, President, Fayetteville Technical Community College, made a presentation on the Cumberland County Early College High School for Language, Culture and Diplomacy, which focuses on languages and

foreign policy studies. These areas of study are necessary for successful graduates on a dynamic and changing world stage. Dr. Keen pointed out that tomorrow's graduates will be selling to the world and buying from the world, working in international companies, managing employees from other countries, and working on international teams to ensure peace and respond to global challenges like natural disasters, global pandemics, and climate change. It is anticipated that the Cumberland County Early College High School for Language, Culture and Diplomacy will open in August, 2011.

Briana Murrell, Lashay Hicks and Kurtys Neal, students, spoke to the Commission about their experience at Cross Creek Early College.

Lt. Governor Dalton, Chair, JOBS Commission, moderated a Southeastern Region Business panel. Members of the panel included Jeff Corbett, Senior Vice President, Progress Energy Delivery Carolinas; Cheya Dunlap, Senior Vice President, Human Resources, GE Hitachi Nuclear Energy; General David L. Grange, CEO, PPD, Inc.; Merrideth Hale, Human Resources Director, Campbell Soup Company; Jeanne Scharch, Director, Ft. Bragg Civilian Personnel Advisory Center; and Karen Wrigley, General Manager, DuPont Fayetteville Works Plant. Panel members discussed the kinds of jobs their companies have and what they need in workers. They agreed that workers must be able to work in teams, express concepts, and communicate. Ft. Bragg's presence in this region brings support for education and the potential for partnerships. Colonel Paul Burton, representing General John Mulholland, spoke briefly to the Commission in support of the Early College High School and the potential for the creation of civilian jobs. General Bennett Sacolick also attended the meeting.

The meeting ended with a public comment period.

March 8, 2010

The JOBS Commission met in the Piedmont Triad Region at the Embassy Suites Greensboro Airport in Greensboro, NC.

Don Kirkman, President and CEO of NC's Piedmont Triad, presented information on the "Piedmont Triad Region: Aligning Economic Development and Workforce Development". Mr. Kirkman discussed the 12 county Piedmont Triad region's strengths and challenges. Among the strengths he included their mid-Atlantic location, large labor force, quality of life and the twenty higher education institutions. The workforce, by industry, includes services, manufacturing, government, retail trade, financial activities, construction, wholesale trade, and transportation and warehousing. Lack of educational attainment is one of the challenges. He also described the region as being very fragmented and that they need a unified regional approach to be successful. They must continue to work to align education/workforce development and economic opportunities. Mr. Kirkman added that one of their priorities is for the General Assembly to reestablish the regional economic partnership budgets and to make it a recurring budget item.

Barry Sink, President, Olde Lexington Products, and Newell Clark, President, Standell Properties, spoke about the Yadkin Valley Regional Career Academy. A regional task force began in 2005 to review the current status of Career Technical Education in the four county region of Surry, Yadkin, Davie and Davidson to determine if current programs were meeting the needs of the

students and the workplace in building a workforce to meet the evolving requirements of the regional economy. This Task Force recommended the development of a Career Academy High School. This school would include the four academies of Health Sciences, Advanced Technology, Global Logistics, and Interactive Design. The school is still in the conceptual stage and not yet up and running.

LB Clayton, Vice President Mid-South Region, Old Dominion, and Chair of the Piedmont Triad Logistics and Distribution Roundtable, next spoke on the career cluster of logistics. Mr. Clayton described how logistics is a large and growing industry and how there are many opportunities for all education levels in Old Dominion. The skill sets necessary for logistics include academic skills such as STEM, writing, and geography, technical skills such as finance and computer skills, and soft skills such as teamwork, communication, and change/project management. Mr. Clayton stated that educators could promote logistics to youth by becoming involved in industry roundtables and discussion, holding career fairs targeted towards the region's business cluster focus areas, and assisting parents in understanding the region's business cluster focus areas.

Dr. Richard Dean, President Emeritus, Wake Forest University Health Sciences, talked about the skills needed in the Life Sciences. He indicated that the skills needed are constantly evolving and the ones needed now are completely different from what was needed ten years ago. Dr. Dean outlined several different initiatives in the Piedmont Triad region that are assisting in attracting and channeling the interests of students in the Life Sciences. He also stated that he feels that businesses need to get more involved in education and that the Early College program is a great example of the merging of disparate interests.

Don Cameron, President, Guilford Technical Community College, introduced Anna Batista, a student at GTCC Middle College. Ms. Batista described how attending GTCC Middle College has positively influenced her academic life.

Dr. Linda Bost, Director of Special Projects, Davie County Schools, Terry Bralley, President, Davie County Economic Development Council, and Larry Colbourne, Mebane Charitable Foundation, spoke about the Davie STEM Collaborative. Dr. Bost presented information about the cost to the economy of the low graduation rate of North Carolina students as well as the costs to recruit, hire and train the teachers who will replace the one million teachers predicted to retire in the next five to seven years. She indicated that anything short of reinventing classrooms, teachers and students would be "business as usual" in education and would only repeat the same negative effects. In order to succeed, the Davie STEM Collaborative has determined that they need the following: changes to the traditional structures used to prepare, license, evaluate and support teachers; allow maximum flexibility in how instructional/personnel dollars are spent; help in providing schools of education with information and strategies to encourage innovation; and help with getting businesses and other community resources into classrooms.

Dr. James Ryan, Founding Dean, Joint School of Nanoscience and Nanoengineering at NC A&T and UNC-G spoke about the emerging field of nanoscience. Dr. Ryan explained that nanotechnology is the scientific and engineering know-how to control the arrangement of atoms and molecules enabling novel applications with customized properties. The focus is on materials, devices and systems that will have a huge impact on the world's economy. There are projected to be two million "nano-related" jobs by 2015. North Carolina is ranked 8th in "nano" organizations

with Raleigh ranked 5th as a "Nano Metro". Dr. Ryan indicated that nano is enabling for jobs in the knowledge-based economy and that the Triad has many "nano-related" businesses that will be able to take advantage of collaboration with JSNN – materials, chemicals, pharmaceuticals, medical devices, aircraft, energy, and economics.

Don Cameron, President, Guilford Technical Community College, introduced Ryan Kabatchnick, a student at NC State and a former student of GTCC Middle College. Mr. Kabatchnick discussed the structure and nature of the Middle College program at GTCC. He described how students can take as many or as few college classes as they are comfortable with so that the transition from high school to college is easier and more seamless.

Stephen Keeney, Senior Manager of Corporate Affairs, Honda Aircraft Company, spoke about the aerospace industry and showed a video of the type of work done by Honda Aircraft Company. Mr. Keeney stated that currently there are 400 employees and there is the potential for up to 1800. In response to a question about whether or not they have been able to find qualified employees in the region, Mr. Keeney stated that approximately 40% of their employees are local because their needs are very specific.

Don Cameron, President, Guilford Technical Community College, introduced Ronnie Mock, a student at NC A&T and a graduate of GTCC Early College. Mr. Mock discussed how the GTCC Early College program changed his academic trajectory.

The meeting ended with a public comment period.

March 29, 2010

The JOBS Commission met in the Research Triangle Region at the Embassy Suites Hotel in Cary, NC.

Charles Hayes, President and CEO, Research Triangle Region spoke about the mission and vision of the Research Triangle Region, including information on demographics, educational opportunities, and major employers. Mr. Hayes indicated that the Research Triangle Region had one of the strongest economies in the nation, and that a new five-year economic development strategy called the "Shape of Things to Come" had been developed with three key strategies of business growth, product development, and regional collaboration. Mr. Hayes identified the following clusters as priorities for the region: advanced medical care, agricultural biotechnology, analytical instrumentation, biological agents and infectious diseases, clean/green technologies, defense technologies, informatics, interactive gaming and e-learning, nanoscale technologies, pervasive computing, and pharmaceuticals.

Secretary Keith Crisco, Department of Commerce, discussed state priorities in economic and workforce development, including the following clusters: green jobs and energy, batteries, alternative fuels, military related industries, electronics and electrical engineering, life sciences and biotechnology, aerospace, food processing, advance manufacturing, international trade, and new business in textiles and furniture. Secretary Crisco noted that employment is up in North Carolina and that the State still has a large amount of inward migration. He suggested that there should be more emphasis on retaining individuals from other counties trained in North Carolina.

Pamela B. Townsend, PE, Vice President, AECOM, Inc., and President, Professional Engineers of North Carolina, spoke about the 14 Grand Challenges for Engineering created by the National Association of Engineers, which fall into four general categories: sustainability, health, security, and joy of living. Ms. Townsend discussed the goal of creating an early college high school organized around the theme of the Grand Challenges with NCSU and Progress Energy as partners.

Dr. Betsy Brown, Vice Provost for Faculty Affairs, NC State University, spoke about the history of the project to create a STEM Early College High School at NCSU in cooperation with the Wake County Public Schools. Dr. Brown indicated that the school, which would be located on the edge of the Centennial Campus, is anticipated to open in Fall 2011.

Horace McCormick, Jr., Director, Talent Management, Human Resources, Progress Energy, discussed Progress Energy's support in the project and plans to assist in the development. He discussed recommendations to the JOBS Commission to establish a NCSU STEM Early College High School themed around the Grand Challenges, and to establish a working group to recommend how to integrate the Grand Challenges into models of a STEM Early College High School worthy of replication that could ultimately benefit all NC schools.

David Burney, Partner and CEO, New Kind consulting firm, discussed the need for more innovation, and the importance of innovation in a creative culture. Mr. Burney spoke about concerns that the State is losing its advantage in creativity, and the recent Institute for Emerging Issues focused on creative thinking. Mr. Burney noted that creative jobs pay above the state average, have faster job growth and slower job loss, are found in diverse occupations and industries, and often require higher educational attainment. He discussed the expectations for productive adults in the 21st century and the need to include arts, as well as science, technology, engineering and math in the curriculum.

Dr. Teresa Helmlinger Ratcliff, Assistant Vice Chancellor for Extension, Engagement and Economic Development, North Carolina State University, and Executive Director, Industrial Extension Service, spoke about what the Industrial Extension Service (IES) does. Dr. Ratcliff explained that the IES serves as the arm of North Carolina State University that supports North Carolina business in the workplace, in the office, on the factory floor, or in the hospital, to help new businesses grow and good businesses get better.

Caroline McCullen, Director, SAS Education Initiatives, spoke about the development of the SAS Programming for High Schools curriculum which developed into the Academy of Information Technology initiative at Apex High School.

Julie Oster, Coordinator, Academy of Information Technology, spoke about the Academy of Information Technology (AOIT) at Apex High School. Ms. Oster explained that AOIT is a four-year program with a smaller learning community and focus on information technology which is affiliated with the National Academy Foundation. The model includes an interdisciplinary approach to curriculum, field trips and project-based learning, workplace readiness and soft skills training, technology (software and hardware), a computer course sequence and special

opportunities to use the SAS Programming for High Schools Course. Students must also complete a paid internship to graduate from AOIT.

Maite Ghazaleh, Academy Student, Class of 2011, spoke about the cooperative learning at AOIT and the connections made there that are relevant for the real world. Ms. Ghazaleh discussed the mock interviews that students engage in to prepare for their internships and her belief that the school has made her nicely packaged for the work place.

Cameron Will, Academy Student, Class of 2010, spoke about his paid internship experience where he worked 40 hours a week in the summer and helped the company move headquarters. Mr. Will indicated that he had gained technical skills but had also learned soft skills at AOIT, and that the program did a great job preparing students.

A public comment period followed. The Commission then broke for lunch, and returned for a working session on the interim report.

April 19, 2010

The JOBS Commission met in the Advantage West Region at the Highsmith University Union in Alumni Hall at the University of North Carolina – Asheville in Asheville, NC.

Scott Hamilton, President and CEO, AdvantageWest, provided information about the western regional economy, the proximity of the region to other markets, current industry, and transportation connections to the region. Mr. Hamilton also discussed unemployment statistics of western counties in comparison to the rest of the state. He highlighted several Advantage West Job Creation Initiatives and discussed target markets, including advanced manufacturing, information technology, and regional headquarters. Mr. Hamilton spoke about the high level of entrepreneurship in the region and assistance for entrepreneurial development, including programs such as Blue Ridge Food Ventures, the first kitchen incubator in North Carolina, and Advantage Green, to support green business development. He explained the role of the WNC Film Commission run by AdvantageWest to assist in connections with the film industry. Mr. Hamilton discussed efforts to support and assist in education, including support of the STEM Collaborative, youth engagement through the Certified Entrepreneurial Community, and the Juicy Ideas Competition.

Laura Copeland, Vice-President, Workforce Development and Public Policy, Asheville Area Chamber, moderated a panel discussion on Work Force Development Needs of Targeted Sectors. Members of the panel included Phil Webb, Human Resources Manager, Raflatac, Inc.; Dan Ray, Past President and CEO, American Craft Council and creator of Handmade in America in Western North Carolina; Troy Tolle, Co-founder and Chief Technical Officer, Digital Chalk; Mark Burrows, Planning and Economic Development Director, Transylvania County; and Tim Johnston, President and CEO, Sisters of Mercy Urgent Care. Panel members discussed needed skills for the future workforce, and agreed that skills such as communication, critical thinking, collaboration and ability to work with others, and creativity were needed. The panel also discussed awareness of global diversity and the need for language skills in some occupations.

Margaret Turner, Principal, Buncombe County Early College, spoke about the structure and demographics of the Buncombe County Early College, which graduates its first class in 2010. Doug Hutchman, Work-based Counselor, Buncombe County Early College, explained the workplace learning component of the curriculum, which requires students, over the five years of instruction, to tour businesses and institutions of higher education, engage in job shadowing, complete an internship with a business, and complete a graduation project. Drew Benbow, Student, Buncombe County Early College, spoke about his experience at the school and work-based learning program, and his recent application process and acceptance of an internship. Joan Oriol, Western North Carolina Human Resource Agency, discussed her experience observing students as they toured businesses and the professional and prepared manner in which they conducted themselves.

Paul Stone, President and CEO, North Carolina Lodging and Restaurant Association, spoke about the growth and size of the lodging and restaurant industry in both the State and nation, and the range of jobs available within the industry. Mr. Stone discussed the ProStart program, a program combining classroom learning with mentoring work experiences in the food service and hospitality management industries.

Stephen Frabitore, Owner, Tupelo Honey Café, spoke about his recent experience in hiring staff in opening new restaurants. Mr. Frabitore discussed the need for more training and career development for the restaurant industry and his recent work with A-B Tech and T.C. Andrews High School on those efforts.

Capi Wampler, General Manager, The Ellington Hotel, spoke about her experience in beginning with an entry-level job and working up to an executive position within the hospitality and tourism industry, and the importance of cross-training and mentoring within the industry. Ms. Wampler spoke about the broad expanse of the hospitality industry, with growth in areas such as spas and golf courses in the region, and the available opportunities in the industry.

Dr. Patricia Mitchell, Director, Ashe County Economic Development, spoke about the experience of the Ashe County Economic Development Commission in creating a Task Force to bring together members of local government, education, businesses, and the economic development commission to meet regularly to share information and break down silos. Dr. Mitchell explained that this Task Force has been ongoing for four years and was recently expanded. The Task Force has led to a leadership program, a teacher residency program to expose teachers to different businesses, and a summer camp for students to encourage entrepreneurship.

Dr. John W. Bardo, Chancellor, Western Carolina University, spoke about a future-focused work force for Western North Carolina. Dr. Bardo discussed the impact of the economic processes of simultaneous globalization and regionalization and the economic reorganization of a super region between Raleigh and Atlanta on Western North Carolina. Dr. Bardo discussed a framework for regional stewardship to create sustainable communities, and the need for a broad liberal education to create versatilists to prepare for future workplace success, with characteristics such as knowledge of human culture and the natural and physical world, intellectual and practical skills, individual and social responsibilities, and integrative learning. Dr. Bardo then discussed specific initiatives by Western Carolina University to create a future-oriented educational program.

The meeting ended with a public comment period.

May 5, 2010

The JOBS Commission met on May 5, 2010 at the Legislative Office Building in Raleigh.

The Commission heard an interim report from Grant Godwin, a member of the Commission and Chair of the Governance Subcommittee, on the initial findings of the Governance Subcommittee and the need for additional research and discussion before the Subcommittee presented a final report.

The Commission discussed and reviewed the draft interim report of the Commission to the Joint Legislative Education Oversight Committee and 2010 Session of the General Assembly. The Commission approved the report with changes.

FINDINGS AND RECOMMENDATIONS

1. Recommended Career Clusters and Pilot Programs

Regional Career Clusters

- The Commission finds that the Northeast Region has identified the following targeted clusters: automotive, aerospace, agricultural biotechnology, green economy, marine, and tourism/leisure.
- The Commission finds that the Charlotte Region has identified the following targeted clusters: defense and aerospace, finance, health, energy, film and video, and motorsports.
- The Commission finds that the Southeast Region has identified the following targeted clusters: advanced manufacturing, aviation/aerospace, marine trades, life sciences, including biotechnology, pharma, and healthcare, defense-related industries, tourism/retiree attraction, and value-added agriculture.
- The Commission finds that the Eastern Region has identified the following targeted clusters: distribution and logistics, military contractors, biotechnology, alternative energy, advanced textiles, boatbuilding, building products, agri-industry and food processing, and metalworking.
- The Commission finds that the Piedmont Triad Region has identified the following targeted clusters: furnishings, logistics and distribution, nanotechnology, regenerative medicine, aviation and aerospace, creative economy assets/design, food processing, tourism, and viticulture.
- The Commission finds that the Research Triangle Region has identified the following targeted clusters: advanced medical care, biological agents and infectious diseases, pharmaceuticals, agricultural biotechnology, analytical instrumentation, clean/green technologies, defense technologies, informatics, interactive gaming and e-learning, nanoscale technologies, and pervasive computing.
- The Commission finds that the Western Region has identified the following targeted clusters: advanced manufacturing, information technology, green business development, tourism and hospitality, and film and photography.

Career Clusters and Pilot Programs

After visiting each economic development region of the State and hearing information regarding targeted career clusters and specific economic development needs in each region, the Commission recommends to the State Board of Education the following career clusters, as identified by the United States Department of Education, and additional career paths for development of instructional programs that will best and most broadly serve the immediate employment and workforce preparation needs of the State and its economic development regions.

The Commission recommends the State Board of Education create five year early college pilot programs with elements that will be replicable and sustainable in multiple economic development regions of the State. The Commission recommends the State Board of Education develop an action plan to implement these instructional programs focused on the following identified career clusters in consultation with the Education Cabinet, and report on development and implementation to the Commission by November 1, 2011.

Cluster 1: Agriculture, Food and Natural Resources, with a focus on Agriscience.

The Commission recommends the development of instructional programs in the career cluster of Agriculture, Food, and Natural Resources, with a focus on Agriscience.

- **Pilot Recommendation:** The Commission finds that the Northeast Region recommended agriculture biotechnology as a targeted career cluster for that Region. The New Schools Project is currently working with Dr. David Peele, President of Avoca Farms, and other education and business leaders on plans to develop an agriculture biotechnology focused school, with the goal of opening this school in January 2011.

Therefore, the Commission recommends a pilot program focused on Biotechnology and Agriscience in the Northeast Region to be located at the Vernon G. James Research & Extension Center in Washington County, operated in cooperation with North Carolina State University, the NC Research Campus, and multiple local school administrative units located in that region.

- **Alternate Governance:** The Commission recommends that the General Assembly enact legislation to create an alternate governance model for the pilot to serve students from multiple local school administrative units in a regional school.

(See Legislative Proposal I) (2009-TCz-16)

Cluster 2: Language and Global Studies.

The Commission recommends the development of instructional programs in the career path of Language and Global Studies. Although Language and Global Studies is not one of the 16 identified career clusters, the Commission finds that the increasing globalization of the State economy and need for a globally competitive workforce make a focus on Language and Global Studies strong preparation for multiple career clusters, including international trade and defense-related industries.

- **Pilot Recommendation:** The Commission finds that the Southeast Region identified defense-related industries as a targeted career cluster for that Region. The Commission also finds that, at the encouragement of the JOBS Commission, planning is ongoing between the Cumberland County Schools, Fayetteville Technical Community College, and Fayetteville State University to develop a language and global studies focused school, with the goal of opening the school in Fall 2011. Support and technical assistance for the school will be provided by the New Schools Project, the Center for International Understanding, World View, and the Visiting International Faculty (VIF) program. Support for development of this program has been expressed by military leadership at Ft. Bragg.

Therefore, the Commission recommends a pilot program in the Southeast Region to be located at the Cumberland County Early College High School for Language, Culture and Diplomacy.

Cluster 3: Science, Technology, Engineering and Mathematics.

The Commission recommends the development of instructional programs in the career cluster of Science, Technology, Engineering and Mathematics (STEM), with a special focus on the U.S. National Academy of Engineering Grand Challenges. The Commission finds that the National Academy of Engineering has identified 14 Grand Challenges for the 21st century and how they may be solved by the STEM disciplines of science, technology, mathematics, and engineering. These challenges are as follows:

- Make solar energy economical
- Provide energy from fusion
- Develop carbon sequestration methods
- Manage the nitrogen cycle
- Provide access to clean water
- Restore and improve urban infrastructure
- Advance health informatics
- Engineer better medicines
- Reverse-engineer the brain
- Prevent nuclear terror
- Secure cyberspace
- Enhance virtual reality
- Advance personalized learning
- Engineer the tools of scientific discovery

- **Pilot Recommendation:** The Commission finds that the Research Triangle Region identified several STEM related career clusters as targets for its Region, including analytical instrumentation, clean/green technologies, defense technologies, informatics, and nanoscale technologies. The Commission also finds that planning to develop a STEM focused school is ongoing between North Carolina State University and Wake County Schools, with the goal of opening the school in Fall 2011. Anticipated project partners for the pilot school include the New Schools Project, Progress Energy, SAS, the Professional Engineers of North Carolina, NC STEM (MCNC) Collaborative, and other energy companies.

Therefore, the Commission recommends a pilot program in the Research Triangle Region to be operated in partnership between Wake County Public Schools, North Carolina State University, and other private entities as a STEM Early College focused on the Grand Challenges, with an engineering and energy themed curriculum. The Commission further recommends that the elements of the pilot program be developed with the goal of being replicable and sustainable in multiple economic development regions of the State. Particular consideration should be given to replicating models in the NC STEM Communities.

The Commission commends Jeff Corbett for leading an effort to develop a pilot program focused on energy issues and for leading other energy providers to further this cause, and also commends North Carolina State University and the Professional Engineers of North Carolina for moving forward a STEM proposal related to engineering. The Commission commends these groups for working together to synergize their efforts to endorse and propose this comprehensive pilot program around the identified Grand Challenges.

Cluster 4: Health Science.

The Commission recommends the development of instructional programs in the career cluster of Health Science.

- **Pilot Recommendation:** The Commission recommends pilot programs focused on Health Science be established in the Eastern, Western, and Charlotte Regions, and that the State Board of Education work with local boards of education, as well as potential business partners and regional economic development boards located in those Regions to identify a pilot site. The Commission recommends that the State Board of Education study the Wake Early College of Health Sciences as a replicable model and shall investigate the school proposed by Dr. Victor Dzau in conjunction with Duke University Medical School for these pilots.

Cluster 5: Transportation, Distribution, and Logistics.

The Commission recommends the development of instructional programs in the career cluster of Transportation, Distribution, and Logistics, with a focus on Aerospace.

- **Pilot Recommendation:** The Commission finds that the Piedmont Triad Region has identified logistics, distribution, aviation, and aerospace as targeted career clusters for that Region.

Therefore, the Commission recommends a pilot program focused on Transportation, Distribution, and Logistics with a curriculum focus on Aerospace be established in the Piedmont Triad Region. The Commission recommends the State Board of Education work with local boards of education, the Piedmont Triad regional economic development board, potential business partners located in that Region, and the Piedmont Triad Center for Global Logistics, a resource provider of logistics education and training furnished through a collaborative agreement with community colleges, four-year colleges, and universities, to identify a pilot site.

Cluster 6: Manufacturing.

The Commission recommends the development of instructional programs in the career cluster of Manufacturing, with a focus on Advanced Manufacturing and Materials.

- **Pilot Recommendation:** The Commission finds that the Western Region has identified advanced manufacturing as a target career cluster for that Region.

Therefore, the Commission recommends a pilot program focused on Manufacturing, with a curriculum focus on Advanced Manufacturing and Materials, be established in the Western Region. The Commission recommends the State Board of Education work with local boards of education, the Western regional economic development board, and potential business partners located in that Region to identify a pilot site.

2. Importance of Creativity - The Commission finds that creativity and innovation are critical commodities in a competitive economy. The Commission recommends that creative practices be incorporated into the comprehensive curriculum to prepare students to be a part of a creative workforce.

3. Reduction in Remediation - The Commission finds that many recent high school graduates need one or more remedial courses when enrolling in post-secondary institutions, which creates an unnecessary expense for the State and institutions of higher education. The Commission recommends, in addition to the other efforts referenced herein, that efforts be made to reduce the rate of remediation through specific actions to align the high school curriculum and testing with post-secondary education placement exams.

4. Reduction in Dropout Rate - The Commission finds that initial reports from early college high schools indicate that these schools have higher cohort graduation rates and lower dropout rates than the State average. The Commission encourages continued data collection and study of this issue, including the SERVE (US Department of Education Regional Educational Laboratory for the Southeast) study on implementation and impact of the Early College High School model as implemented in North Carolina.

5. 21st Century Essential Competencies and Skills - The Commission finds that representatives of the business community consistently identified essential skills for success in the workplace as an area of needed improvement for graduates. The Commission recommends that the State Board of Education incorporate 21st Century essential competencies and skills for business, life and career, such as communication, critical thinking, problem solving, team-building, and leadership into curriculum and instruction to better prepare students for successful career pathways. The Commission recommends that the State Board of Education develop a set of measures that would allow students to demonstrate mastery of these competencies and skills.

6. Ex Officio Members of Economic Development Regions - The Commission finds that communication between leaders in education and economic development is critical to preparing students to meet the particular employment and workforce preparation needs of each economic development region. The Commission recommends that each member of the State Board of Education serve as a non-voting ex officio member of an economic development region to better foster communication and sharing of information in development of instructional programs for twenty first century career paths which best suit the needs of the region.

(See Legislative Proposal II) – (2009-TCz-14)

7. Cooperative Innovative High School Flexibility - The Commission recommends that schools approved as Cooperative Innovative High School Programs be provided maximum flexibility in implementing different and innovative educational programs to accomplish the goals of those schools.

(See Legislative Proposal III) – (2009-LEz-264)

8. Economic Vision Plans – The Commission strongly recommends that the State Board of Education require that entities applying to establish a Cooperative Innovative High School include as a part of the application a statement of how the program specifically relates to the Economic Vision Plan adopted for the Economic Development Region in which the program is located. In addition, the Commission strongly recommends that the State Board of Education make all of the changes to the Application for Cooperative Innovative High School Programs indicated in Appendix A to comply with statutory requirements.

9. Expansion of Career Academies - The Commission finds that the National Academy Foundation, a network of high school career academies focused on rigorous, career-themed curricula created with current industry and educational expertise, has identified six existing career academies in North Carolina high schools for expansion to a five-year program to involve higher education partners. The Commission will continue its work in this area to study and define career academies.

10. Five-Year Career Academy Model Exception – The Commission recommends that the General Assembly enact a new category of programs, known as five-year career academies operating within existing schools, to be included as a type of cooperative innovative high school program, and be permitted to function under the school code of the existing traditional high school housing the program, while maintaining records specifically identifying students within those programs.

(See Legislative Proposal IV) – (2009-TCz-15)

11. Kenan Fellows Program – The Commission finds that the Kenan Fellows Program for Curriculum and Leadership Development provides professional development, leadership training, and opportunities for professional collaboration between K-12 teachers, businesses, and universities to promote quality STEM education and growth opportunities for teachers and the teaching profession. The Commission encourages the continuation and expansion of this program in coordination with some or all of the pilots recommended in this report.

12. Governance Subcommittee - The Commission recognizes and commends the work of the Commission's Governance Subcommittee, and its chairman, Grant Godwin, in its initial research on oversight and management of multi-jurisdictional schools. The Commission finds, based on the Governance Subcommittee's preliminary interim report, that continued deliberation and study is needed on this issue.

13. Funding of Early College High Schools – The Commission encourages the General Assembly to continue to provide funding for early college high schools, including funding to support tuition-free courses at community colleges and other partner institutions of higher education.

(See Legislative Proposal V) (2009-TCz-19)

**STEM COMMUNITY COLLABORATIVE ADVISORY COMMITTEE
FINDINGS AND RECOMMENDATIONS**

1. Close the STEM Gap. - The STEM Advisory Committee finds a strong correlation between statewide STEM education and increasing economic prosperity in communities. Students achieving STEM education credentials are in demand in the job market and there are pronounced gaps between STEM education skilled workers and available jobs. The STEM Advisory Committee recommends, with the concurrence of the full JOBS Commission, that the General Assembly enact legislation to require the Education Cabinet set as a priority a reduction of the gap between available STEM jobs and STEM certificates from North Carolina post-secondary schools, including community colleges, and both public and private colleges and universities, by 2015, establish measurable goals, and coordinate and assess progress to achieve this priority.

(See Legislative Proposal VI) (2009-TCz-18)

2. Investment in STEM Programs. – The STEM Advisory Committee recommends, with the concurrence of the full JOBS Commission, that the General Assembly encourage development of a statewide public/private partnership to accelerate promising STEM education programs that can be replicated throughout the State. The STEM Advisory Committee recommends that the partnership provide both technical and financial assistance to support innovative education efforts developed collaboratively by preK-12, higher education, economic development, and private sector entities, which will have a clear impact on local and regional economic development.

3. Expansion of STEM Communities. – The STEM Advisory Committee recommends, with the concurrence of the full JOBS Commission, the expansion of the current network of STEM Communities to all seven economic development regions, with a dedicated STEM Community in each region, in order to create locally sustained, evidence-based regional educational innovations that can be measured and, if successful, replicated across the State. The STEM Advisory Committee encourages the continued work of NC STEM in facilitating the coordination of public and private resources within STEM communities and in networking these efforts across the State.

FUTURE ACTION

The JOBS Commission has worked diligently since its appointment in October 2010 to study issues related to economic development and innovative education models in each of the seven economic development regions. Through visiting each region, the Commission has been able to gather important information about the regional economic vision plans and workforce needs and the employment and workforce preparation needs of the State as a whole. This information has enabled the Commission to identify focused career clusters and career paths for development of instructional programs and pilots schools by the Department of Public Instruction and the Education Cabinet.

In its future work, the JOBS Commission will study programs such as the proposal brought to the Commission's attention by member Robert J. Beichner for development of an Education Extension Service through North Carolina State University to provide resources and assistance in STEM education on a regional basis across the state. The Commission will continue to study the work of the National Academy Foundation and its recommendations regarding career academies, including a broader understanding of the structure and elements of an effective career academy model. The Commission will review the recommendations of the Career-Ready Commission's report, "A Crisis of Relevance: How NC Must Innovate to Graduate All Students Career- and College-Ready," and consider alignment of those recommendations with the work of the JOBS Commission. The Commission will work with the NC STEM Community Collaborative as they continue efforts to expand into all economic development regions. The Commission will continue to engage business, policy, education, and community stakeholders in development of sustainable, local education innovation, and to encourage the creation of a repository of effective models, best practices, and waivers needed to implement models.

The JOBS Commission will continue to explore models and work to form public-private partnerships which encourage connections between business and education in identified career clusters such as information technology, financial services, teaching, nursing, hospitality and tourism, and others. The JOBS Commission will continue to examine innovative ways to join businesses and schools to insure that quality instructional programs with high academic standards are available to prepare students for the transition to postsecondary education and future careers, and to provide a competitive workforce to support twenty first century economic demands of business and industry.

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GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2009

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BILL DRAFT 2009-TCz-16 [v.14] (04/13)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
5/5/2010 3:50:52 PM

Short Title: NC Biotechnology and Agriscience School.

(Public)

Sponsors: .

Referred to:

A BILL TO BE ENTITLED

AN ACT TO CREATE THE NORTH CAROLINA SCHOOL OF BIOTECHNOLOGY AND AGRISCIENCE TO BE LOCATED AT THE VERNON G. JAMES RESEARCH AND EXTENSION CENTER, AS RECOMMENDED BY THE JOINT LEGISLATIVE JOINING OUR BUSINESSES AND SCHOOLS (JOBS) STUDY COMMISSION.

The General Assembly of North Carolina enacts:

SECTION 1. Chapter 115C of the General Statutes is amended by adding a new Article to read:

"Article 15A.

"North Carolina School of Biotechnology and Agriscience.

"§115C-229A. Establishment of the North Carolina School of Biotechnology and Agriscience.

(a) In order to foster, encourage, and promote the development of knowledge and skills in biotechnology and agricultural sciences, the North Carolina School of Biotechnology and Agriscience is established to offer a course of study for a high school diploma and up to two years of college credit, emphasizing the disciplines of science, technology, engineering, and mathematics, with a special focus on biotechnology and agriscience.

(b) The School shall be located at the Vernon G. James Research and Extension Center.

(c) The School shall be a public school.

(d) Except as otherwise provided in this Article, the School is exempt from statutes and rules applicable to a local board of education or local school administrative unit.

"§115C-229B. Definitions.

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The following definitions apply in this Article.

- (1) Board. – The Board of Directors of the North Carolina School of Biotechnology and Agriscience.
- (2) First generation student. – A student who has no parent who has completed a two or four-year degree.
- (3) Principal. – The principal of the North Carolina School of Biotechnology and Agriscience.
- (4) School. – The North Carolina School of Biotechnology and Agriscience.

"§115C-229C. Boards of Directors; appointment; terms of office.

(a) Appointment. – There shall be a Board of Directors of the School which shall consist of nine members. Three members shall be appointed by the Governor. The chair of the local board of education for the local school administrative units in Bertie, Chowan, Halifax, Hertford, Tyrell, and Washington shall each appoint one member to the Board. Appointed members of the Board shall be selected for their interest in and commitment to the importance of public education to regional economic development and to the purposes of the School.

(b) Terms. – Member of the Board appointed by the chair of the local board of education in the local school administrative units of Bertie, Chowan, and Halifax, and one of the members appointed by the Governor shall be appointed for an initial term of two years beginning July 1, 2010. Members of the Board appointed by the chair of the local board of education in the local school administrative units of Hertford, Tyrell, and Washington and two members appointed by the Governor shall be initially appointed for a term of four years beginning July 1, 2010. Subsequent appointments to the Board shall be for a term of four years.

(c) Vacancies. – Whenever an appointed member of the Board shall fail for any reason other than ill health or service in the interest of the State or nation, to be present at three successive regular meetings of the Board, his or her place as a member of the Board shall be deemed vacant. Any member of the Board may be removed from office by the appointing authority for misfeasance, malfeasance, or nonfeasance in office. All vacancies shall be filled by the appointing authority for the remainder of the term of office.

"§ 115C-229D. Board of Directors; meetings; rules of procedure; officers.

(a) The Board shall meet at least three times a year and may hold special meetings at any time, at the call of the chair or upon petition addressed to the chair by at least five of the members of the Board. All meetings of the Board shall be subject to the requirements of Article 33C of Chapter 143.

(b) The Board shall elect a chair and a vice chair, who shall serve a two year term, from among its members.

(c) The Board shall determine its own rules of procedure and may delegate to such committees as it may create such of its powers as it deems appropriate.

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(d) Members of the Board shall receive such per diem compensation and necessary travel and subsistence expenses while engaged in the discharge of their official duties as is provided by law for members of State boards and commissions.

"115C-229E. Board of Directors; Corporate Powers.

(a) The Board shall be known and distinguished by the name of "North Carolina School of Biotechnology and Agriscience" and shall continue as a body politic and corporate and by that name shall have perpetual succession and a common seal. It shall be able and capable in law to take, demand, receive, and possess all moneys, goods, and chattels that shall be given for the use of the School, and to apply to same according to the will of the donors; and by gift, purchase, or devise to receive, possess, enjoy, and retain forever any and all real and personal estate and funds, of whatsoever kind, nature, or quality the same may be, in special trust and confidence that the same, or the profits thereof, shall be applied to and for the use and purpose of establishing and endowing the School, and shall have power to receive donations from any source whatsoever, to be exclusively devoted to the purposes of the maintenance of the School, or according to the terms of the donation.

(b) The Board shall be able and capable in law to bargain, sell, grant, alien, or dispose of and convey and assure to the purchasers any and all such real and personal estate and funds as it may lawfully acquire when the condition of the grant to it or the will of the devisor does not forbid it; and shall be able and capable in law to sue and be sued in all courts whatsoever; and shall have power to open and receive subscriptions, and in general may do all such things as are usually done by bodies corporate and politic, or such as may be necessary for the promotion of learning and virtue.

"§ 115C-229F. Board of Directors; powers and duties.

The Board shall have the following powers and duties:

- (1) Principal. – The Board shall appoint and set the salary of a Principal, who shall serve at the pleasure of the Board and shall exercise those duties and powers delegated by the Board.
- (2) Academic Program. –
 - a. The Board shall establish the standard course of study for the School. This course of study shall set forth the subjects to be taught in each grade and the texts and other educational materials on each subject to be used in each grade. The Board shall design its programs to at least meet the student performance standards adopted by the State Board of Education and the student performance standards contained in this Chapter.
 - b. The Board shall conduct student assessments required by the State Board of Education.

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- c. The Board shall provide the opportunity to earn or obtain credit towards degrees from a community college subject to Chapter 115D or a constituent institution of The University of North Carolina.
 - d. The Board shall adopt a school calendar consisting of a minimum of 180 days of instruction covering at least nine calendar months.
- (3) Admission and Continued Enrollment of Students. – The Board shall establish criteria, standards, and procedures for admission of students. The admission criteria shall give priority to first generation students, and to students who reside in the counties of Bertie, Chowan, Halifax, Hertford, Tyrell, and Washington. To be eligible to be considered for admission, an applicant shall be either: (i) a legal resident of the State, as defined by G.S. 116-143.1(a)(1), or (ii) a student whose parent is an active duty member of the armed services, as defined by G.S. 116-143.3(2), who is abiding in North Carolina incident to active military duty at the time the student's application is submitted, provided the student shares the abode of that parent. A student's eligibility to remain enrolled in the School shall terminate at the end of any school year during which a student ceases to satisfy the residency requirements. Once a student is admitted to the School, the student shall have the right to continue to attend the School until the student earns a high school diploma or reaches the age of 21, provided the student meets the Board's standards for minimum attendance, academic performance, and conduct.
- (4) Standards of Performance and Conduct – The Board shall establish policies and standards for academic performance, attendance, and conduct for students of the School. The policies of the Board shall comply with Article 27 of this Chapter.
- (5) School Attendance. – Every parent, guardian, or other person in this State having charge or control of a child who is enrolled in the School and who is less than 16 years of age shall cause such child to attend school continuously for a period equal to the time which the School shall be in session. No person shall encourage, entice, or counsel any child to be unlawfully absent from the School. Any person who aids or abets a student's unlawful absence from the School shall, upon conviction, be guilty of a Class 1 misdemeanor. The Principal shall be responsible for implementing such additional policies concerning compulsory attendance as shall be adopted by the Board, including

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regulations concerning lawful and unlawful absences, permissible excuses for temporary absences, maintenance of attendance records, and attendance counseling.

- (6) Reporting. – The Board shall comply with the reporting requirements established by the State Board of Education in the Uniform Education Reporting System.
- (7) Education of Children with Disabilities. – The Board shall require compliance with laws and policies relating to the education of children with disabilities.
- (8) Health and Safety. – The Board shall require that the School meet the same health and safety standards required of a local school administrative unit.
- (9) Driving Eligibility Certificates. – The Board shall apply the rules and policies established by the State Board of Education for issuance of driving eligibility certificates.
- (10) Purchasing and Contracts. – The Board shall comply with the purchasing and contract statutes and regulations applicable to local school administrative units.
- (11) Employment. – The Board of Directors shall appoint all teachers, support, and maintenance staff.
 - a. Teachers of the School shall enjoy all the privileges of public school teachers, including the right to participate in the Teachers and State Employees Retirement System and the State Health Plan on the same terms as teachers employed by local boards of education.
 - b. Employees of the Board shall be exempt from Chapter 126 of the General Statutes, except Articles 6 and 7.
- (12) Exemption from the Administrative Procedures Act. – The Board shall be exempt from Chapter 150B of the General Statutes, except final decisions of the Board in a contested case shall be subject to judicial review in accordance with Article 4 of Chapter 150B.

"§115C-229G. State and local funds.

- (a) The State Board of Education shall allocate to the School:
 - (1) An amount equal to the average per pupil allocation for average daily membership from the local school administrative unit allotments for each child attending the School, except for the allocation for children with disabilities and for the allocation for children with limited English proficiency;
 - (2) An additional amount for each child attending the School who is a child with disabilities. In the event a child with disabilities leaves the School and enrolls in a public school during the first

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60 school days in the school year, the School shall return a pro rata amount of funds allocated for that child to the State Board, and the State Board shall reallocate those funds to the local school administrative unit in which the public school is located. In the event a child with disabilities enrolls in the School during the first 60 school days in the school year, the State Board shall allocate to the School the pro rata amount of additional funds for children with disabilities.

(3) An additional amount for children with limited English proficiency attending the School, based on a formula adopted by the State Board.

(b) The State Board shall allow for annual adjustments to the amount allocated to the School based on its enrollment growth in school years subsequent to the initial year of operation.

(c) For each child who enrolls in the School, the local school administrative unit in which the child resides shall transfer to the School an amount equal to the per pupil amount of all money appropriated to the local current expense fund for the local school administrative unit for the fiscal year. The amount transferred under this subsection that consists of revenue derived from supplemental taxes shall be transferred only if the child enrolled in the School resides in that tax district.

(d) Students shall be permitted to enroll in authorized courses offered through The University of North Carolina system free of charge. The enrolling university shall earn student credit hours for such enrollments as part of the semester credit hour enrollment charge funding model.

"115C-229H. Finance and Budget.

(a) The Washington County Board of Education shall be the finance agent for the Board and shall have all the rights, duties, and obligations for receipt, accounting, and dispersing funds for the Board, including all the rights, duties, and obligations specified in Article 31 of this Chapter, which powers shall be exercised by the Washington County Board of Education for and on behalf of the Board. The Board shall provide reasonable compensation to the Washington County Board of Education for this service.

(b) No later than 10 days after the money is appropriated to their local current expense fund, each local board of education shall transfer to the Board the amount required under G.S. 115C-229G(c) for each child enrolled in the School who resides in that local school administrative unit. Once it has received funds from the local board of education, the Board shall be under no obligation to return the funds.

"115C-229I. Criminal history checks.

(a) As used in this section:

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- (1) "Criminal history" means a county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or a felony, that indicates an individual (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as school personnel. These crimes include the following North Carolina crimes contained in any of the following Articles of Chapter 14 of the General Statutes: Article 5A, Endangering Executive and Legislative Officers; Article 6, Homicide; Article 7A, Rape and Kindred Offenses; Article 8, Assaults; Article 10, Kidnapping and Abduction; Article 13, Malicious Injury or Damage by Use of Explosive or Incendiary Device or Material; Article 14, Burglary and Other Housebreakings; Article 15, Arson and Other Burnings; Article 16, Larceny; Article 17, Robbery; Article 18, Embezzlement; Article 19, False Pretense and Cheats; Article 19A, Obtaining Property or Services by False or Fraudulent Use of Credit Device or Other Means; Article 20, Frauds; Article 21, Forgery; Article 26, Offenses Against Public Morality and Decency; Article 26A, Adult Establishments; Article 27, Prostitution; Article 28, Perjury; Article 29, Bribery; Article 31, Misconduct in Public Office; Article 35, Offenses Against the Public Peace; Article 36A, Riots and Civil Disorders; Article 39, Protection of Minors; and Article 60, Computer-Related Crime. These crimes also include possession or sale of drugs in violation of the North Carolina Controlled Substances Act, Article 5 of Chapter 90 of the General Statutes, and alcohol-related offenses such as sale to underage persons in violation of G.S. 18B-302 or driving while impaired in violation of G.S. 20-138.1 through G.S. 20-138.5. In addition to the North Carolina crimes listed in this subdivision, such crimes also include similar crimes under federal law or under the laws of other states.
- (2) "School personnel" means any:
- a. Member of the Board,
 - b. Employee of the School, or
 - c. Independent contractor or employee of an independent contractor of the School if the independent contractor carries out duties customarily performed by school personnel,
- whether paid with federal, State, local, or other funds, who has significant access to students or who has responsibility for the fiscal management of the School.

Legislative Proposal I

(b) The Board shall adopt a policy on whether and under what circumstances school personnel shall be required to be checked for a criminal history. The Board shall apply its policy uniformly in requiring school personnel to be checked for a criminal history. The Board may grant conditional approval of an application while the Board is checking a person's criminal history and making a decision based on the results of the check.

The Board shall not require school personnel to pay for the criminal history check authorized under this section.

(c) The Board shall require the person to be checked by the Department of Justice to (i) be fingerprinted and to provide any additional information required by the Department of Justice to a person designated by the Board, or to the local sheriff or the municipal police, whichever is more convenient for the person, and (ii) sign a form consenting to the check of the criminal record and to the use of fingerprints and other identifying information required by the repositories. The Board shall consider refusal to consent when making employment decisions and decisions with regard to independent contractors. The fingerprints of the individual shall be forwarded to the State Bureau of Investigation for a search of the State criminal history record file, and the State Bureau of Investigation shall forward a set of fingerprints to the Federal Bureau of Investigation for a national criminal history record check. The Department of Justice shall provide to the Board the criminal history from the State and National Repositories of Criminal Histories of any school personnel for which the Board requires a criminal history check.

The Board shall not require school personnel to pay for the fingerprints authorized under this section.

(d) The Board shall review the criminal history it receives on an individual. The Board shall determine whether the results of the review indicate that the individual (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as school personnel and shall use the information when making an employment decisions and decisions with regards to independent contractors. The Board shall make written findings with regard to how it used the information when making employment decisions and decisions with regards to independent contractors. The Board may delegate any of the duties in this subsection to the Principal.

(e) The Board, or the Principal if designated by the Board, shall provide to the State Board of Education the criminal history it receives on a person who is certificated, certified, or licensed by the State Board of Education. The State Board of Education shall review the criminal history and determine whether the person's certificate or license should be revoked in accordance with State laws and rules regarding revocation.

(f) All the information received by the Board through the checking of the criminal history or by the State Board of Education in accordance with this section

Legislative Proposal I

is privileged information and is not a public record but is for the exclusive use of the Board or the State Board of Education. The Board or the State Board of Education may destroy the information after it is used for the purposes authorized by this section after one calendar year.

(g) There shall be no liability for negligence on the part of the Board, or its employees, or the State Board of Education, or its employees, arising from any act taken or omission by any of them in carrying out the provisions of this section. The immunity established by this subsection shall not extend to gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable. The immunity established by this subsection shall be deemed to have been waived to the extent of indemnification by insurance, indemnification under Articles 31A and 31B of Chapter 143 of the General Statutes, and to the extent sovereign immunity is waived under the Tort Claims Act, as set forth in Chapter 31 of Chapter 143 of the General Statutes.

(h) Any applicant for employment who willfully furnishes, supplies, or otherwise gives false information on an employment application that is the basis for a criminal history record check under this section shall be guilty of a Class A1 misdemeanor."

SECTION 2. G.S. 114-19.2 reads as rewritten:

"§ 114-19.2. Criminal record checks of school personnel.

(a) The Department of Justice may provide a criminal record check to the local board of education of a person who is employed in a public school in that local school district or of a person who has applied for employment in a public school in that local school district, if the employee or applicant consents to the record check. The Department may also provide a criminal record check of school personnel as defined in G.S. 115C-332 by fingerprint card to the local board of education from National Repositories of Criminal Histories, in accordance with G.S. 115C-332. The information shall be kept confidential by the local board of education as provided in Article 21A of Chapter 115C.

(a1) The Department of Justice may provide a criminal record check to the Board of Directors of the North Carolina School of Biotechnology and Agriscience of a person who is employed at the North Carolina School of Biotechnology and Agriscience or of a person who has applied for employment at the North Carolina School of Biotechnology and Agriscience, if the employee or applicant consents to the record check. The Department may also provide a criminal record check of school personnel as defined in G.S. 115C-229I by fingerprint card to the Board of Directors of the North Carolina School of Biotechnology and Agriscience from National Repositories of Criminal Histories, in accordance with G.S. 115C-229I. The information shall be kept confidential by the Board of Directors of the North Carolina School of Biotechnology and Agriscience as provided in G.S. 115C-229I.

(b) The Department of Justice may provide a criminal record check to the employer of a person who is employed in a nonpublic school or of a person who

Legislative Proposal I

has applied for employment in a nonpublic school, if the employee or applicant consents to the record check. For purposes of this subsection, the term nonpublic school is one that is subject to the provisions of Article 39 of Chapter 115C of the General Statutes, but does not include a home school as defined in that Article.

(c) The Department of Justice shall charge a reasonable fee for conducting a criminal record check under this section. The fee shall not exceed the actual cost of locating, editing, researching, and retrieving the information.

(c1) The Department of Justice may provide a criminal record check to the schools within the Department of Health and Human Services of a person who is employed, applies for employment, or applies to be selected as a volunteer, if the employee or applicant consents to the record check. The Department of Health and Human Services shall keep all information pursuant to this subsection confidential, as provided in Article 7 of Chapter 126 of the General Statutes.

(d) The Department of Justice shall adopt rules to implement this section."

SECTION 3. G.S. 126-5(c1) reads as rewritten:

"(c1) Except as to the provisions of Articles 6 and 7 of this Chapter, the provisions of this Chapter shall not apply to:

- (1) Constitutional officers of the State.
- (2) Officers and employees of the Judicial Department.
- (3) Officers and employees of the General Assembly.
- (4) Members of boards, committees, commissions, councils, and advisory councils compensated on a per diem basis.
- (5) Officials or employees whose salaries are fixed by the General Assembly, or by the Governor, or by the Governor and Council of State, or by the Governor subject to the approval of the Council of State.
- (6) Employees of the Office of the Governor that the Governor, at any time, in the Governor's discretion, exempts from the application of the provisions of this Chapter by means of a letter to the State Personnel Director designating these employees.
- (7) Employees of the Office of the Lieutenant Governor, that the Lieutenant Governor, at any time, in the Lieutenant Governor's discretion, exempts from the application of the provisions of this Chapter by means of a letter to the State Personnel Director designating these employees.
- (8) Instructional and research staff, physicians, and dentists of The University of North Carolina, including the faculty of the North Carolina School of Science and Mathematics.
- (8a) Employees of the North Carolina School of Biotechnology and Agriscience.

Legislative Proposal I

- (9) Employees whose salaries are fixed under the authority vested in the Board of Governors of The University of North Carolina by the provisions of G.S. 116-11(4), 116-11(5), and 116-14.
- (9a) Employees of the North Carolina Cooperative Extension Service of North Carolina State University who are employed in county operations and who are not exempt pursuant to subdivision (8) or (9) of this subsection.
- (10) Repealed by Session Laws 1991, c. 84, s. 1.
- (11) Repealed by Session Laws 2006-66, s. 9.11(z), effective July 1, 2007.
- (12), (13) Repealed by Session Laws 2001-474, s. 15, effective November 29, 2001.
- (14) Employees of the North Carolina State Ports Authority.
- (15) Employees of the North Carolina Global TransPark Authority.
- (16) The executive director and one associate director of the North Carolina Center for Nursing established under Article 9F of Chapter 90 of the General Statutes.
- (17) Repealed by Session Laws 2004-129, s. 37, effective July 1, 2004.
- (18) Employees of the Tobacco Trust Fund Commission established in Article 75 of Chapter 143 of the General Statutes.
- (19) Employees of the Health and Wellness Trust Fund Commission established in Article 21 of Chapter 130A of the General Statutes.
- (20) Repealed by Session Laws 2008-134, s. 73(d), effective July 28, 2008.
- (21) Employees of the Clean Water Management Trust Fund.
- (22) Employees of the North Carolina Turnpike Authority.
- (23) The Executive Administrator and the Deputy Executive Administrator of the State Health Plan for Teachers and State Employees.
- (24) Employees of the State Health Plan for Teachers and State Employees as designated by law or by the Executive Administrator of the Plan.
- (25) The North Carolina State Lottery Director and employees of the North Carolina State Lottery.
- (26) The Executive Director, associate and assistant directors, and instructional staff of the North Carolina Teacher Academy.
- (27) The Chief Administrative Law Judge of the Office of Administrative Hearings.
- (28) The Executive Director and the Assistant Director of the U.S.S. North Carolina Battleship Commission.

Legislative Proposal I

(29) The Executive Director, Deputy Director, all other directors, assistant and associate directors, and center fellows of the North Carolina Center for the Advancement of Teaching."

SECTION 4. This act is effective when it becomes law.

Legislative Proposal II

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2009

U

D

BILL DRAFT 2009-TCz-14 [v.3] (04/06)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
4/15/2010 9:32:33 AM

Short Title: SBOE Members Ex Officio to Econ. Dev. Comm.

(Public)

Sponsors: .

Referred to:

A BILL TO BE ENTITLED
AN ACT TO ADD STATE BOARD OF EDUCATION MEMBERS AS NON-VOTING EX OFFICIO MEMBERS OF THE COMMISSION FOR EACH OF THE SEVEN ECONOMIC DEVELOPMENT REGIONS, AS RECOMMENDED BY THE JOINT LEGISLATIVE JOINING OUR BUSINESSES AND SCHOOLS (JOBS) STUDY COMMISSION.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 158-8.1 reads as rewritten:

"§ 158-8.1. Creation of Western North Carolina Regional Economic Development Commission.

(a) There is created the Western North Carolina Regional Economic Development Commission to serve Buncombe, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, McDowell, Macon, Madison, Polk, Rutherford, Swain, Transylvania, and Yancey Counties, and any other county assigned to the Commission by the Department of Commerce as authorized by law. The Commission shall be located administratively in the Department of Commerce but shall exercise its statutory powers and duties independently of the Department of Commerce. Funds appropriated for the Commission by the General Assembly shall be disbursed directly to the Commission at the beginning of each fiscal year.

(b) The Commission shall consist of 19 members appointed as follows:

- (1) Three members shall be appointed by the Governor;
- (2) Two members shall be appointed by the Lieutenant Governor;
- (3) Seven members shall be appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives in accordance with G.S. 120-121; and

Legislative Proposal II

- (4) Seven members shall be appointed by the General Assembly upon the recommendation of the President Pro Tempore of the Senate in accordance with G.S. 120-121.

(b1) The members of the State Board of Education appointed to represent the Seventh and Eighth Education Districts shall serve as non-voting ex officio members of the Commission.

..."

SECTION 2. G.S. 158-8.2(b) reads as rewritten:

"§ 158-8.2. Creation of North Carolina's Northeast Commission.

(a) There is created the North Carolina's Northeast Commission to facilitate economic development in Beaufort, Bertie, Camden, Chowan, Currituck, Dare, Gates, Halifax, Hertford, Hyde, Martin, Northampton, Pasquotank, Perquimans, Tyrrell, and Washington Counties, and any other county assigned to the Commission by the Department of Commerce as authorized by law. The Commission shall be located administratively in the Department of Commerce but shall exercise its statutory powers and duties independently of the Department of Commerce. Funds appropriated for the Commission by the General Assembly shall be disbursed directly to the Commission at the beginning of each fiscal year.

(b) The Commission shall consist of 18 appointed members and one ex officio member, as provided below. Each appointed member shall be an experienced business person who resides for most of the year in one or more of the counties that are members of the Commission.

- (1) Six members shall be appointed by the Governor.
- (2) Six members shall be appointed by the General Assembly upon the recommendation of the President Pro Tempore of the Senate in accordance with G.S. 120-121.
- (3) Six members shall be appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives in accordance with G.S. 120-121.
- (4) The Secretary of Commerce, or a designee.
- (5) Repealed by Session Laws 1999-237, s. 16.6(a).

Any person appointed to the Commission who is also a county commissioner may hold that office in addition to the offices permitted by G.S. 128-1.1. The appointing authorities are encouraged to discuss and coordinate their appointments in an effort to ensure as many counties served by the Commission are represented among the membership of the Commission.

(b1) The member of the State Board of Education appointed to represent the First Education District shall serve as a non-voting ex officio member of the Commission.

..."

SECTION 3. G.S. 158-8.3 reads as rewritten:

Legislative Proposal II

"§ 158-8.3. **Creation of Southeastern North Carolina Regional Economic Development Commission.**

(a) There is created the Southeastern North Carolina Regional Economic Development Commission to serve Bladen, Brunswick, Columbus, Cumberland, Hoke, New Hanover, Pender, Richmond, Robeson, Sampson, and Scotland Counties, and any other county assigned to the Commission by the Department of Commerce as authorized by law. The Commission shall be located administratively in the Department of Commerce but shall exercise its statutory powers and duties independently of the Department of Commerce. Funds appropriated for the Commission by the General Assembly shall be disbursed directly to the Commission at the beginning of each fiscal year.

(b) The Commission shall consist of 15 members appointed as follows:

- (1) Three members shall be appointed by the Governor;
- (2) Two members shall be appointed by the Lieutenant Governor;
- (3) Five members shall be appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives in accordance with G.S. 120-121; and
- (4) Five members shall be appointed by the General Assembly upon the recommendation of the President Pro Tempore of the Senate in accordance with G.S. 120-121.

(b1) The member of the State Board of Education appointed to represent the Fourth Education District shall serve as a non-voting ex officio member of the Commission.

..."

SECTION 4. Article 2 of Chapter 158 of the General Statutes is amended by adding a new section to read:

"§ 158-8.4A. State Board of Education Members as Ex Officio Commission Members.

As a condition on the receipt of State funds, the member of the State Board of Education appointed to represent the designated Education District shall serve as a member of the following Commissions:

(a) Charlotte Regional Partnership, Inc. - The State Board of Education member appointed to represent the Sixth Education District shall serve as a non-voting ex officio member of the Commission.

(b) Piedmont Triad Regional Partnership. - The State Board of Education member appointed to represent the Fifth Education District shall serve as a non-voting ex officio member of the Commission.

(c) Research Triangle Regional Partnership. - The State Board of Education member appointed to represent the Third Education District shall serve as a non-voting ex officio member of the Commission."

SECTION 5. G.S. 158-35 reads as rewritten:

"§ 158-35. Commission membership, officers, compensation.

Legislative Proposal II

(a) Commission Membership. – The governing body of the Region is the Commission. The members of the Commission must be residents of the Region and shall be appointed as follows:

- (1) The board of commissioners of each county participating in the Region shall, in consultation with the county's local business community, appoint one member.
- (2), (3) Repealed by Session Laws 2005-364, s. 1, effective October 1, 2005.
- (4) The General Assembly shall appoint two members to the Commission on the recommendation of the Speaker of the House of Representatives and two members on the recommendation of the President Pro Tempore of the Senate in accordance with G.S. 120-121. The Governor shall appoint two members to the Commission. No two members appointed under this subdivision may be residents of the same county. The President Pro Tempore of the Senate, Speaker of the House of Representatives, and the Governor shall consult to assist in geographic diversity in those six appointments. In order to be eligible for appointment under this subdivision, a person must be a resident of the region. No person appointed under this subdivision is eligible to be chairperson or vice-chairperson.

(a1) Ex Officio Member. - The member of the State Board of Education appointed to represent the Second Education District shall serve as a non-voting ex officio member of the Commission.

..."

SECTION 6. This act is effective when it becomes law.

Legislative Proposal III

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2009

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D

BILL DRAFT 2009-LEz-264 [v.3] (04/13)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
4/26/2010 2:00:17 PM

Short Title: Add'l Flex./Coop. Innovative High Schools.

(Public)

Sponsors: Unknown.

Referred to:

A BILL TO BE ENTITLED
AN ACT TO PROVIDE ADDITIONAL OPERATING FLEXIBILITY TO
COOPERATIVE INNOVATIVE HIGH SCHOOLS, AS RECOMMENDED
BY THE JOINT LEGISLATIVE JOINING OUR BUSINESSES AND
SCHOOLS (JOBS) STUDY COMMISSION.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-238.53(f) reads as rewritten:

(f) Except as provided in this Part and under the terms of the agreement, a program may be exempted by the applicable governing Board from laws and rules applicable to a local board of education, a local school administrative unit, a community college, a constituent institution, or a local board of trustees. Except as provided in this Part or under the terms of the agreement, a program shall have the same exemptions from statutes and rules as charter schools operating under Part 6A of this Article, other than those pertaining to personnel."

SECTION 2. This act is effective when it becomes law and applies beginning with the 2010-2011 school year.

Legislative Proposal IV

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2009

U

D

BILL DRAFT 2009-TCz-15 [v.4] (04/07)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
4/28/2010 11:02:15 AM

Short Title: Career Acad. as Coop. Innov. High School.

(Public)

Sponsors: .

Referred to:

A BILL TO BE ENTITLED
AN ACT TO EXPAND MODELS OF COOPERATIVE INNOVATIVE HIGH SCHOOL PROGRAMS TO INCLUDE FIVE-YEAR CAREER ACADEMIES WITHIN EXISTING SCHOOLS AND TO REQUIRE THAT CAREER ACADEMIES APPROVED AS COOPERATIVE INNOVATIVE HIGH SCHOOLS NOT RECEIVE A SEPARATE SCHOOL CODE AND THAT RECORDS BE MAINTAINED FOR STUDENTS ENROLLED IN THE CAREER ACADEMIES, AS RECOMMENDED BY THE JOINT LEGISLATIVE JOINING OUR BUSINESSES AND SCHOOLS (JOBS) STUDY COMMISSION.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-238.50(e) reads as rewritten:

"(e) Cooperative innovative high school programs may include the creation of a school within a school, a technical high school, ~~or~~ a high school or technical center located on the campus of a college or ~~university~~. university, or a five-year career academy operating as part of an existing high school."

SECTION 2. G.S. 115C-238.54 reads as rewritten:

"§ 115C-238.54. Funds for programs.

(a) The Department of Public Instruction shall assign a school code for each program that is approved under this ~~Part~~. Part, with the exception of a five-year career academy operating as part of an existing high school, which shall continue to use the existing school code. All positions and other State and federal allotments that are generated for this program shall be assigned to that school code. Notwithstanding G.S. 115C-105.25, once funds are assigned to that school code,

Legislative Proposal IV

the local board of education may use these funds for the program and may transfer these funds between funding allotment categories.

(a1) A five-year career academy operating as part of an existing high school shall maintain records to identify and evaluate students enrolled in the five-year career academy program distinct from the general school population.

..."

SECTION 3. This act is effective when it becomes law and applies beginning with the 2010-2011 school year.

Legislative Proposal V

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2009

U

D

BILL DRAFT 2009-TCz-19 [v.2] (05/03)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
5/3/2010 3:22:45 PM

Short Title: JOBS Commission Pilot Schools.

(Public)

Sponsors: .

Referred to:

A BILL TO BE ENTITLED

AN ACT TO PROVIDE FUNDS FOR PLANNING AND FUNDING OF PILOT PROGRAMS RECOMMENDED BY THE JOINT LEGISLATIVE JOINING OUR BUSINESSES AND SCHOOLS (JOBS) STUDY COMMISSION.

The General Assembly of North Carolina enacts:

SECTION 1. There is appropriated from the General Fund to the Department of Public Instruction the sum of five hundred and eleven thousand dollars (\$511,000) for the 2010-2011 fiscal year for planning and funding of pilot programs recommended by the JOBS Commission. Of these funds, three hundred and eleven thousand dollars (\$311,000) shall be allocated to the North Carolina School of Biotechnology and Agriscience, one hundred thousand (\$100,000) shall be allocated to Cumberland County Schools for planning of a pilot program focused on language and global studies, and one hundred thousand (\$100,000) shall be allocated to Wake County Schools for planning of a pilot program focused on science, technology, engineering and mathematics.

SECTION 2. This act becomes effective July 1, 2010.

Legislative Proposal VI

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2009

U

D

BILL DRAFT 2009-TCz-18 [v.7] (04/21)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)

5/6/2010 3:39:48 PM

Short Title: Education Cabinet Est. STEM Priority.

(Public)

Sponsors: .

Referred to:

A BILL TO BE ENTITLED

AN ACT TO DIRECT THE EDUCATION CABINET TO SET AS A PRIORITY AN INCREASE IN THE NUMBER OF POST-SECONDARY CREDENTIALS IN THE FIELDS OF SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS AND TO SUPPORT EFFORTS TO ACHIEVE THAT PRIORITY, AS RECOMMENDED BY THE JOINT LEGISLATIVE JOINING OUR BUSINESSES AND SCHOOLS (JOBS) STUDY COMMISSION.

The General Assembly of North Carolina enacts:

SECTION 1. Chapter 116C of the General Statutes is amended by adding a new section to read:

"G.S. 116C-5. STEM Education Priorities.

(a) The Education Cabinet shall set as a priority an increase in the number of students earning post-secondary credentials in the fields of science, technology, engineering, and mathematics to reduce the gap between needed credentialed workers and available jobs in those fields by 2015.

(b) The Education Cabinet shall encourage cooperative efforts between secondary schools and institutions of higher education to prepare students for post-secondary study in science, technology, engineering and mathematics, and shall identify and support efforts at institutions of higher education to increase the number of students seeking and successfully completing post-secondary certificates or degrees in those fields. The Education Cabinet shall monitor progress of those efforts.

(c) The Education Cabinet shall determine measurements for assessing the number of available jobs in the fields of science, technology, engineering, and mathematics in the State, and the number of students earning post-secondary

Legislative Proposal VI

credentials in the fields of science, technology, engineering, and mathematics at all institutions of higher education in the State, including community colleges and both public and private colleges and universities.

(d) The Education Cabinet shall identify federal, State, and local funds that may be used to support this priority. In addition, the Education Cabinet is strongly encouraged to pursue private funds that could be used to support this priority.

(e) The Education Cabinet shall report annually by November 1, 2011 on its activities under this section to the Joint Legislative Education Oversight Committee."

SECTION 2. The Education Cabinet shall report to the Joint Legislative Joining Our Business and Schools (JOBS) Study Commission by November 1, 2011 on measurements established under this section, efforts to reduce the identified gap, and sources of funding to support these efforts.

SECTION 3. This act is effective when it becomes law.

APPENDIX A

**REVISED APPLICATION FOR COOPERATIVE
INNOVATIVE HIGH SCHOOL PROGRAMS**

LEA# _____ **LEA Name** _____

School
Name _____

Cooperative Innovative High School Programs

**NC G.S. 115C-238.50 –
238.55**

Application for Cooperative Innovative High School Programs

2009-10 Application Cycle
Applications due February 1, 2010

North Carolina State Board of Education
North Carolina State Board of Community Colleges
University of North Carolina Board of Governors
North Carolina Independent Colleges & Universities

Cooperative Innovative High School Program Application Process and Form

Directions for Completion

- Read carefully the information contained on this and the following pages prior to completing the application.
- The application must be submitted jointly by local board(s) of education and the governing board of a post-secondary institution.
- Applicants must include a school/program description (limited to 50 words), which will be submitted to the State Board of Education, along with any additional exemption requests beyond the standard exemptions provided with program approval.
- An electronic version of the **entire** application packet will be submitted via e-mail to CIHSProgram@dpi.state.nc.us
- One (1) hard-copy signature page shall be submitted by the local board of education to:

Chief Academic Officer
Academic Services and Instructional Support
North Carolina Department of Public Instruction
6368 Mail Service Center
Raleigh, NC 27699-6368

A Joint Advisory Committee, appointed by the Governing Boards, shall review the applications and recommend to the appropriate Governing Boards those programs that meet the requirements and that achieve the purposes set out in G. S. 115C-238.50.

Priority will be given to applications that are most likely to further State education policies, to address the economic development needs of the economic development regions in which they are located, and to strengthen the educational programs offered in the local school administrative units in which they are located. (G.S.

115C-238.51(d)) The Governing Boards may approve other programs that were not recommended. The Governing Boards shall make approval decisions by **June 30** of each year, **and the agreements may be for a term no longer than five school years.** You will be contacted if clarification is needed. Please ensure correct contact information is provided.

Descriptive Information and Requirements

- I. Target population according to GS115C-238.50 (a)**
 1. High school students who are at risk of dropping out of school before attaining a high school diploma; or
 2. High school students who would benefit from accelerated academic instruction.

- II. Goals that shall be adopted for the program (GS115C-238.50 (b))**
 1. Prepare students adequately for future learning in the workforce or in an institution of higher education.
 2. Expand students' educational opportunities within the public school system.
 3. Focus on the core academic standards represented by the college preparatory or tech prep programs of study as defined by the State Board of Education.
 4. Encourage the cooperative or shared use of resources, personnel and facilities between public schools and higher education institutions.
 5. Integrate and emphasize both academic and technical skills necessary for students to be successful in a more demanding and changing workplace.
 6. Emphasize parental involvement and provide consistent counseling, advising and parent conferences so that parents and students can make responsible discussions regarding course taking and can track the student's academic progress and success.
 7. Be accountable for meeting measurable student achievement results.
 8. Encourage the use of different and innovative teaching methods.
 9. Establish joint institutional responsibility and accountability for support of students and their success.
 10. Utilize existing funding sources for high school, college, university, and vocational programs and actively pursue new funding from other sources.
 11. Develop methods for early identification of potential participating students in middle grades and through high school.
 12. Reduce the percentage of students needing remedial courses upon their initial entry from high school into a community college or university

- III. Per GS115C-238.50 (c), programs that target students at risk of dropping out of high school before attaining a high school diploma shall:**
 1. Provide these students with the opportunity to graduate from high school possessing the core academic skills needed for post secondary education and high-skilled employment.
 2. Enable students to complete a technical or academic program in a field that is in high demand and has high wages.
 3. Set and achieve goals that significantly reduce dropout rates and raise high school and college/university retention, certification, and degree completion rates.
 4. Enable students to complete these programs to pass employer exams, if applicable.

IV. Per GS115C-238.50 (d), programs that offer accelerated learning programs shall:

1. Provide a flexible, customized program of instruction for students who would benefit from accelerated, higher level coursework or early graduation from high school.
2. Enable students to obtain a high school diploma in less than four years, to begin or complete an associate degree, to master a certificate or vocational program, or to earn up to two years of college credit.
3. Offer a college preparatory academic core and in-depth studies in a career or technical field that will lead to advanced program or employment opportunities in engineering, health sciences, or teaching.

V. Per GS115C-238.50 (e), Cooperative innovative high school programs may include:

1. A school within a school,
2. A technical high school, or
3. A high school or technical center located on the campus of a college or university.

VI. Per GS115C-238.50 (f), Student Eligibility
Students may attend as early as ninth grade.

VII. Per GS115C-238.52 (a), other education partners that may participate in the development of a cooperative innovative program that is targeted to high school students who would benefit from accelerated academic instruction include:

1. A private business or organization.
2. The county board of commissioners in the county in which the program is located.

VIII. Per GS115C-238.52 (b), any partner listed above who participates shall:

1. Jointly apply with the local board of education and the local board of trustees to establish a cooperative innovative program;
2. Be identified in the application; and
3. Sign the written agreement **under 115C-238.53(b).**

Cooperative Innovative High School Program Application Form

Part I – Identification and Signature Page

LEA # _____ LEA Name _____

School Name _____

1. Application partner signatures (signatures of all partners are required):

_____ Chairperson, Local Board of Education	_____ Date
_____ Chairperson, Local Board of Trustees of Community College	_____ Date
_____ Chairperson, Board of Trustees, UNC Campus	_____ Date
_____ Chairperson, Board of Trustees, Independent College/University	_____ Date
_____ Business Partner or County Commissioners	_____ Date

2. Contact for information contained in the application

Name _____ Title _____
Telephone _____ E-mail _____
Mailing Address: _____

Fax number: _____

3. Post-evaluation Signatures (Applicants please leave this area blank)

Application is Approved Not approved

_____ Chairperson, State Board of Education	_____ Date
_____ Chairperson, State Board of Post-secondary Partner	_____ Date

Part II – Target Population

1. Target population – please check the population(s) to be served.

- High school students at risk of dropping out before acquiring a high school diploma.
 High school students who would benefit from accelerated academic instruction.

2. Program configuration – please check the configuration to be implemented.

- A school within a school
 A technical high school
 A high school or technical center located on the campus of a **community college**
 college or university

3. Eligible students to be served. (**Check all that apply.**)

- Grade 9 Grade 10 Grade 11 Grade 12 Grade 13

Part III – Programmatic Information

(1) Describe the program to address the purposes in G.S. 115C-238.50. (Please limit description to 50 words.)

(2) Please explain how the program relates to the Economic Vision Plan adopted for the economic development region where the program is to be located?

(3) Please describe the facilities to be used by the program and how administrative services will be provided.

(4) List the student academic and vocational achievement goals and the method(s) to be used to demonstrate that students have attained the skills and knowledge specified for the listed goals.

Goals for Students		Outcomes	Assessment/ Evaluation Method
<i>Academic</i>	<i>Vocational</i>	<i>Knowledge/Skills</i>	

(5) Describe the program's operation:

(a) Curriculum

(b) Transportation

(c) Operating Procedures

(6) How will the school administration promote and measure parental involvement?

(7) Please describe the process for student selection and admission. Include specific selection criteria.

(8) Budget

- (a) How will funds be used? (Include how the average daily membership (ADM) and full-time equivalent (FTE) students are counted). **The local board of education and the local board of trustees are strongly encouraged to seek funds from sources other than State, federal, and local appropriations. G.S. 115C-238.54(e)**

(b) Proposed budget –Duplicate as necessary.

Program Costs Category/Activity (Include Itemized Description)		
Salaries and Benefits		\$
		\$
	Total Salaries and Benefits	
Contracted Services		\$
		\$
	Total Contracted Services	\$
Staff Development		\$
		\$
	Total Staff Development	
Travel		\$
		\$
	Total Travel	\$
Supplies and Material		\$
		\$
	Total Supplies and Materials	
Equipment		\$
		\$
	Total Equipment	\$
Other (specify)		\$
		\$
	Total Other	\$
<i>GRAND TOTAL</i>		71
		\$

(9) Describe the specific positions and minimum qualifications of employees in the program.

(10) How many students will be served?

(11) How will program effectiveness (to meet the purposes in G.S. 115C-238.50) be measured, i.e., ABCs results, VOCAT performance, employer surveys, dropout rates, graduation rates, and college-going rates?

(12) The State Board of Education provides several routine program exemptions (waivers) automatically with program approval. These exemptions are identified below. **Please pay special attention to the applicable conditions for each exemption.**

State Board of Education Cooperative Innovative Program Waivers			
These are included with program approval; please do not apply for these exemptions.			
SBE Waiver ID	Waiver Description	Applicable Conditions	Waiver Type
CA-1	Waive requirements of 115C-84.2 (“Calendar Bill”), regulating the opening and ending dates of the public school instructional calendar.	Automatic exemption applies only to schools operating on the campus of a community college or university; all others must request waiver.	Calendar
P-1	Waive requirements of seven paid staff members or one hundred students to qualify for state support for a principal, paid at level three.	Allowed for 1 st year only; after the first year, programs without seven paid staff or 100 students must support principals using local funds.	Personnel
P-2	Allow the NC principal certification requirements to be waived.	Non-certified principals shall enroll in an accredited principal certification program and shall complete certification within three years.	Personnel
CU-1	Allow students to meet graduation requirements by substituting a college-level course for an approved high school course, as appropriate. This includes permitting multi-course sequences to meet requirements, and includes all core curriculum areas and foreign languages.	<ul style="list-style-type: none"> School must specify in their application the high school course(s) to be replaced (i.e., English II) and the associated college-level course(s) (i.e., ENG 211 and 212) for which credit will be given. Students must pass the college-level course. Students must pass the EOC exam only when the EOC is part of the high school exit requirement. 	Curriculum
TST-1	Allow Early College High School students to test out of required high school courses by taking and passing the End-of-Course test.	Students must score at the 70 th percentile or higher on the EOC to obtain the exemption.	Testing
TST-2	Allow Early College High School students to test out of required non-EOC high school courses by scoring 85 or higher on requisite final exams.	Students must score at least an 85 on the course final exam.	Testing

Please use the space provided on the following pages to list any **additional** exemptions from laws and rules applicable to a local board of education, an LEA (local school administrative unit), a community college, a constituent institution of the UNC System, or a local board of trustees, that may be necessary for successful program operation. **Space**

is provided for each governing board; use only the space for the applicable board.
 Add rows to the table as necessary.

STATE BOARD OF EDUCATION

Identify the state law, regulation, or SBE policy to be waived (Please provide a specific reference)	Specify the rationale for the exemption (Please include explicit examples)

NC COMMUNITY COLLEGE BOARD

Identify the state law, regulation, or NCCCS policy to be waived (Please provide a specific reference)	Specify the rationale for the exemption (Please include explicit examples)

UNC BOARD OF GOVERNORS

Identify the state law, regulation, or UNC GA policy to be waived (Please provide a specific reference)	Specify the rationale for the exemption (Please include explicit examples)

NC INDEPENDENT COLLEGES AND UNIVERSITIES

Identify the state law, regulation, or SBE policy to be waived (Please provide a specific reference)	Specify the rationale for the exemption (Please include explicit examples)

Legislative Reference

The legislative language authorizing the Cooperative Innovative High School program is provided below as a reference for districts and their partners during development of the program application.

FLEXIBILITY FOR HIGH SCHOOL INNOVATION [SL2005-276, section 7.33(a)]

SECTION 7.33.(a) Part 9 of Article 16 of Chapter 115C of the General Statutes reads as rewritten:

"Part 9. Cooperative Innovative High School Programs.

"§ 115C-238.50. Purpose.

(a) The purpose of this Part is to authorize local boards of education to jointly establish with one or more boards of trustees cooperative innovative programs in high schools and colleges or universities that will expand students' opportunities for educational success through high quality instructional programming. These cooperative innovative high school programs shall target:

- (1) High school students who are at risk of dropping out of school before attaining a high school diploma; or
 - (2) High school students who would benefit from accelerated academic instruction.
- (b) All the cooperative innovative high school programs established under this Part shall:
- (1) Prepare students adequately for future learning in the workforce or in an institution of higher education.
 - (2) Expand students' educational opportunities within the public school system.
 - (3) Be centered on the core academic standards represented by the college preparatory or tech prep program of study as defined by the State Board of Education.
 - (4) Encourage the cooperative or shared use of resources, personnel, and facilities between public schools and colleges or universities, or both.
 - (5) Integrate and emphasize both academic and technical skills necessary for students to be successful in a more demanding and changing workplace.
 - (6) Emphasize parental involvement and provide consistent counseling, advising, and parent conferencing so that parents and students can make responsible decisions regarding course taking and can track the students' academic progress and success.
 - (7) Be held accountable for meeting measurable student achievement results.
 - (8) Encourage the use of different and innovative teaching methods.
 - (9) Establish joint institutional responsibility and accountability for support of students and their success.
 - (10) Effectively utilize existing funding sources for high school, college, university, and vocational programs and actively pursue new funding from other sources.
 - (11) Develop methods for early identification of potential participating students in the middle grades and through high school.
 - (12) Reduce the percentage of students needing remedial courses upon their initial entry from high school into a college or university.
- (c) Programs developed under this Part that target students who are at risk of dropping out of high school before attaining a high school diploma shall:
- (1) Provide these students with the opportunity to graduate from high school possessing the core academic skills needed for postsecondary education and high-skilled employment.

- (2) Enable students to complete a technical or academic program in a field that is in high demand and has high wages.
 - (3) Set and achieve goals that significantly reduce dropout rates and raise high school and college retention, certification, and degree completion rates.
 - (4) Enable students who complete these programs to pass employer exams, if applicable.
- (d) Cooperative innovative high school programs that offer accelerated learning programs shall:
- (1) Provide a flexible, customized program of instruction for students who would benefit from accelerated, higher level coursework or early graduation from high school.
 - (2) Enable students to obtain a high school diploma in less than four years, to begin or complete an associate degree program, to master a certificate or vocational program, or to earn up to two years of college credit.
 - (3) Offer a college preparatory academic core and in-depth studies in a career or technical field that will lead to advanced programs or employment opportunities in engineering, health sciences, or teaching.
- (e) Cooperative innovative high school programs may include the creation of a school within a school, a technical high school, or a high school or technical center located on the campus of a college or university.
- (f) Students are eligible to attend these programs as early as ninth grade.

"§ 115C-238.50A. Definitions.

The following definitions apply in this Part:

- (1) Constituent institution. – A constituent institution as defined in G.S. 116-2(4).
- (2) Education partner. – An education partner as provided in G.S. 115C-238.52.
- (3) Governing board. – The State Board of Community Colleges, the Board of Governors of The University of North Carolina, or the Board of the North Carolina Independent Colleges and Universities.
- (4) Local board of trustees. – The board of trustees of a community college, constituent institution of The University of North Carolina, or private college located in North Carolina.

"§ 115C-238.51. Application process.

- (a) A local board of education and at least one local board of trustees shall jointly apply to establish a cooperative innovative high school program under this Part.
- (b) The application shall contain at least the following information:
 - (1) A description of a program that implements the purposes in G.S. 115C-238.50.
 - (2) A statement of how the program relates to the Economic Vision Plan adopted for the economic development region in which the program is to be located.
 - (3) The facilities to be used by the program and the manner in which administrative services of the program are to be provided.
 - (4) A description of student academic and vocational achievement goals and the method of demonstrating that students have attained the skills and knowledge specified for those goals.
 - (5) A description of how the program will be operated, including budgeting, curriculum, transportation, and operating procedures.
 - (6) The process to be followed by the program to ensure parental involvement.
 - (7) The process by which students will be selected for and admitted to the program.

- (8) A description of the funds that will be used and a proposed budget for the program. This description shall identify how the average daily membership (ADM) and full-time equivalent (FTE) students are counted.
- (9) The qualifications required for individuals employed in the program.
- (10) The number of students to be served.
- (11) A description of how the program's effectiveness in meeting the purposes in G.S. 115C-238.50 will be measured.

(c) The application shall be submitted to the State Board of Education and the applicable governing Boards. The Boards shall appoint a joint advisory committee to review the applications and to recommend to the Boards those programs that meet the requirements of this Part and that achieve the purposes set out in G.S. 115C-238.50.

(d) The Boards may approve programs recommended by the joint advisory committee or may approve other programs that were not recommended. The Boards shall approve all applications by June 30 of each year. No application shall be approved unless the State Board of Education and the applicable governing Board find that the application meets the requirements set out in this Part and that granting the application would achieve the purposes set out in G.S. 115C-238.50. Priority shall be given to applications that are most likely to further State education policies, to address the economic development needs of the economic development regions in which they are located, and to strengthen the educational programs offered in the local school administrative units in which they are located.

"§ 115C-238.52. Participation by other education partners.

(a) Any or all of the following education partners may participate in the development of a cooperative innovative program under this Part that is targeted to high school students who would benefit from accelerated academic instruction:

- (1) Repealed effective July 1, 2005.
- (2) Repealed effective July 1, 2005.
- (3) A private business or organization.
- (4) The county board of commissioners in the county in which the program is located.

(b) Any or all of the education partners listed in subsection (a) of this section that participate shall:

- (1) Jointly apply with the local board of education and the local board of trustees to establish a cooperative innovative program under this Part.
- (2) Be identified in the application.
- (3) Sign the written agreement under G.S. 115C-238.53(b).

"§ 115C-238.53. Program operation.

(a) A program approved by the State is accountable to the local board of education.

(b) A program approved under this Part shall operate under the terms of a written agreement signed by the local board of education, local board of trustees, State Board of Education, and applicable governing Board. The agreement shall incorporate the information provided in the application, as modified during the approval process, and any terms and conditions imposed on the program by the State Board of Education and the applicable governing Board. The agreement may be for a term of no longer than five school years.

(c) A program may be operated in a facility owned or leased by the local board of education, the local board of trustees, or the education partner, if any.

(d) A program approved under this Part shall provide instruction each school year for at least 180 days during nine calendar months, shall comply with laws and policies relating to the education of students with disabilities, and shall comply with Article 27 of this Chapter.

(e) A program approved under this Part may use State, federal, and local funds allocated to the local school administrative unit, to the applicable governing Board, and to the college or university to implement the program. If there is an education partner and if it is a public body, the program may use State, federal, and local funds allocated to that body.

(f) Except as provided in this Part and under the terms of the agreement, a program may be exempted by the applicable governing Board from laws and rules applicable to a local board of education, a local school administrative unit, a community college, a constituent institution, or a local board of trustees.

"§ 115C-238.54. Funds for programs.

(a) The Department of Public Instruction shall assign a school code for each program that is approved under this Part. All positions and other State and federal allotments that are generated for this program shall be assigned to that school code. Notwithstanding G.S. 115C-105.25, once funds are assigned to that school code, the local board of education may use these funds for the program and may transfer these funds between funding allotment categories.

(b) The local board of trustees may allocate State and federal funds for a program that is approved under this Part.

(c) An education partner under G.S. 115C-238.52 that is a public body may allocate State, federal, and local funds for a program that is approved under this Part.

(d) If not an education partner under G.S. 115C-238.52, a county board of commissioners in a county where a program is located may nevertheless appropriate funds to a program approved under this Part.

(e) The local board of education and the local board of trustees are strongly encouraged to seek funds from sources other than State, federal, and local appropriations. They are strongly encouraged to seek funds the Education Cabinet identifies or obtains under G.S. 116C-4.

"§ 115C-238.55. Evaluation of programs.

The State Board of Education and the governing Boards shall evaluate the success of students in programs approved under this Part. Success shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year institutions, postgraduation employment in career or study-related fields, and employer satisfaction of employees who participated in and graduated from the programs. Beginning October 15, 2005, and annually thereafter, the Boards shall jointly report to the Joint Legislative Education Oversight Committee on the evaluation of these programs. If, by October 15, 2006, the Boards determine any or all of these programs have been successful, they shall jointly develop a prototype plan for similar programs that could be expanded across the State. This plan shall be included in their report to the Joint Legislative Education Oversight Committee that is due by October 15, 2007.