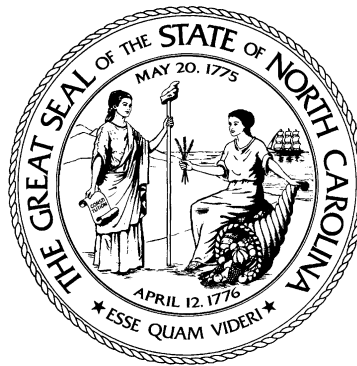


ARTS EDUCATION COMMISSION



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

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STATE OF NORTH CAROLINA
ARTS EDUCATION COMMISSION




April 19, 2012

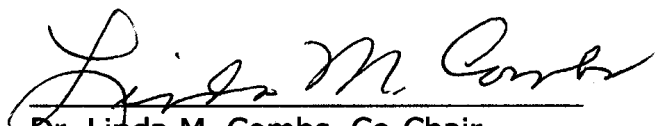
TO THE MEMBERS OF THE 2012 REGULAR SESSION OF THE 2011 GENERAL ASSEMBLY
OF NORTH CAROLINA:

Attached for your consideration is the final report to the 2012 Regular Session of the
2011 General Assembly of North Carolina. This report was prepared by the Arts
Education Commission pursuant to Session Law 2011-301.

Submitted with respect,



Dr. Assad Meymandi, Co-Chair



Dr. Linda M. Combs, Co-Chair

Arts Education Commission

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Dr. Assad Meymandi (Co-Chair)

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**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011**

**SESSION LAW 2011-301
HOUSE BILL 758**

AN ACT TO ESTABLISH THE ARTS EDUCATION COMMISSION.

Whereas, arts education teaches 21st Century skills necessary for a prepared and competitive workforce; and

Whereas, the General Assembly has established the Joint Select Study Commission on Arts Education for Grades K-12 in the Public Schools of North Carolina, which recommended legislation for a high school graduation requirement in the arts; and

Whereas, the General Assembly passed Senate Bill 66, "An Act to Create a Comprehensive Arts Education Plan"; and

Whereas, the Comprehensive Arts Education Task Force recommendations include a high school graduation requirement in the arts, implementation of the arts components of the Basic Education Plan, and expansion of the A+ Schools program in North Carolina; and

Whereas, these previous committee reports submitted over time increasingly indicate a developing consensus as to the need for statewide policies in arts education; and

Whereas, despite the developing consensus reflected in the previous committees, no change to the State's education policies related to arts education has yet occurred; Now, therefore,

The General Assembly of North Carolina enacts:

SECTION 1. Establishment. – The Arts Education Commission is established in the General Assembly.

SECTION 2. Membership. – The Commission shall be composed of nine members, as follows:

- (1) Three members appointed by the Governor.
- (2) Three members appointed by the Speaker of the House of Representatives to include one Representative and two citizens at large.
- (3) Three members appointed by the President Pro Tempore of the Senate to include one Senator and two citizens at large.

The Commission shall have two cochairs, one designated by the President Pro Tempore of the Senate and one designated by the Speaker of the House of Representatives from among their appointees. The Commission shall meet upon the call of the cochairs. Vacancies shall be filled by the appointing authority. Public members shall be residents of the State. A quorum of the Commission shall be a majority of the nine members.

SECTION 3. Duties. – The Commission shall do the following:

- (1) Review, prioritize, and recommend implementation strategies for the recommendations of the Comprehensive Arts Education Plan for K-12.
- (2) Recommend the content and process to establish an arts education "report card" which shall be presented yearly by the Department of Public Instruction to the Joint Legislative Education Oversight Committee.
- (3) Recommend ways to assess and promote opportunities for students to learn the skills of creativity and innovation in public schools.
- (4) Work with the Department of Public Instruction in the creation of arts education assessment models based on the existing NAEP Arts

Assessments and Field Tests that are complete in both music and visual art and currently under development in theatre arts and dance to measure student achievement in arts education. With the approval of the State Board of Education, this analysis and assessment of student performance will be included in the North Carolina Educator Evaluation System for Arts Education Teachers, as well as serve as a model for evaluating the effective practice of arts integration by classroom teachers in other content areas.

- (5) Recommend the establishment of arts education accountability incentives for schools under the accountability component of the Accountability and Curriculum Reform Effort (ACRE) for the following:
 - a. Providing arts education taught by certified arts educators and implementing arts integration strategies taught by classroom teachers from other content areas.
 - b. Completing concentrations, with appropriate scope and sequence of curriculum, in an arts education discipline.
- (6) Study and recommend a permanent financing strategy to provide for comprehensive arts education in grades K-12.

SECTION 4. Compensation; Administration. – Members of the Commission shall receive subsistence and travel allowances at the rates set forth in G.S. 120-3.1, 138-5, or 138-6, as appropriate. With the prior approval of the Legislative Services Commission, the Legislative Services Officer shall assign professional and clerical staff to assist in the work of the Commission. With the prior approval of the Legislative Services Commission, the Commission may hold its meetings in the State Legislative Building or the Legislative Office Building. The Commission may also meet at various locations around the State in order to promote greater public participation in its deliberations. The Commission, while in the discharge of its official duties, may exercise all the powers provided under the provisions of G.S. 120-19 and G.S. 120-19.1 through G.S. 120-19.4, including the power to request that all officers, agents, agencies, and departments of the State provide any information, data, or documents within their possession, ascertainable from their records, or otherwise available to them. The Commission may meet during a regular or extra session of the General Assembly.

SECTION 5. Report. – The Commission shall report its findings and recommendations to the 2012 Regular Session of the 2011 General Assembly no later than May 1, 2012. The Commission shall terminate upon the filing of its final report.

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

In the General Assembly read three times and ratified this the 16th day of June, 2011.

s/ Walter H. Dalton
President of the Senate

s/ Thom Tillis
Speaker of the House of Representatives

s/ Beverly E. Perdue
Governor

Approved 4:58 p.m. this 24th day of June, 2011

COMMISSION PROCEEDINGS

The Arts Education Commission held 3 meetings between February 10, 2012 and April 19, 2012.

February 10, 2012

Review of Commission Charge

Comprehensive Arts Education Plan – Recommendations of the SB 66 Task Force

- Mary B. Regan, Executive Director, NC Arts Council, Department of Cultural Resources
- Helga Fasciano, Section Chief, K-12 Programs, Department of Public Instruction
- Christie Lynch Ebert, Arts Education Consultant/A+ Liaison, Department of Public Instruction
- Vicki Vitiello, Senior Program Director, NC Arts Council, Department of Cultural Resources

Commission Discussion

March 2, 2012

Review of Commission Charge

Current Measures of Arts Education in NC

- Christie Lynch Ebert, Arts Education Consultant/A+ Liaison, Department of Public Instruction

Local School Administrative Units Report on Arts Education

- Beth S. McCullough, Public Information Officer, Chatham County Schools
- Tom Forcella, Superintendent, Chapel Hill-Carrboro Schools
- Dr. Larry Cartner, Superintendent, Person County Schools
- Jane Austen Behan, Arts Education Director, Pitt County Schools
- John Gibbs, Executive Director of Secondary Education, Cumberland County Schools

Funding of Arts Education

- Kris Nordstrom, Fiscal Analyst, NC General Assembly Fiscal Research Division

Commission Discussion

April 19, 2012

Commission Report

- **Review of Draft Report**
- **Commission Discussion**

Next Steps

Adjournment

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.

**February 10, 2012
1:00 PM
Room 1428, Legislative Building**

Kara McCraw, Commission Counsel, provided an overview of the authorizing legislation that created the Commission and the charge of the Commission. In addition, she reviewed background information that included an overview of the 2008 Joint Select Committee on Arts Education and Senate Bill 66 (S.L. 2010-34) from the 2010 Session of the General Assembly which created a Task Force on Arts Education.

Mary Regan, Executive Director of the North Carolina Arts Council at the Department of Cultural Resources, provided a more extensive review of the work that had been previously done in this area. She explained that the 2008 Joint Select Committee on Arts Education recommended: (i) legislation that would require the State Board of Education to modify the high school graduation requirements to include one credit for the arts and (ii) continued funding of the A+ Schools Program. Ms. Regan explained that the General Assembly responded by enacting Senate Bill 66 (S.L. 2010-34) which established the Task Force on Arts Education (Task Force) to develop a comprehensive plan for arts education throughout the State.

Helga Fasciano, Section Chief for K-12 Programs at the North Carolina Department of Public Instruction, continued the background overview by explaining the charge of the Task Force which included consideration of: (i) policies to implement arts education through the existing Basic Education Program; (ii) arts as a requirement for high school graduation; and (iii) further expansion of the A+ Schools Program. The Task Force also expanded its focus to include arts integration and arts exposure.

Christie Lynch Ebert, Arts Education Consultant/A+ Liaison at the North Carolina Department of Public Instruction, addressed the Task Force's vision on arts education and stated that it identified three main components to comprehensive arts education: (i) the arts are core academic subjects, therefore school based instruction is very important to develop proficiency; (ii) using the arts as catalysts for learning across the curriculum; and (iii) arts exposure which allows students to experience the arts as creators, participants, or audience members. She also reviewed the Task Force's recommendations to implement the K-12 arts education through additional categorical funding allotments for arts education positions at the elementary, middle, and high school grades and require an arts credit for high school graduation as well as an arts requirement for admission to the UNC System.

Vicki Vitiello, Senior Program Director at the North Carolina Arts Council at the North Carolina Department of Cultural Resources, reviewed the remaining recommendations of the Task Force including the expansion of the A+ Schools Program; requiring arts integration as a component of teacher licensure; using the North Carolina Educator Evaluation System to assess teachers' use of arts integration; and increasing students' exposure to the arts through State and local arts organizations, teaching artists, and community arts programs and other such resources both within and outside the classroom. Ms. Vitiello stated that the three most significant areas that the Commission could address were providing: (i) categorical funding to support and implement the Basic Education Program across the State; (ii) categorical funding to support and implement the requirement that all high school students have one arts credit to graduate from high school; and (iii) financial resources to expand the A+ Schools Program.

There were questions from committee members and some committee discussion around the various issues and presentations.

March 2, 2012
10:00 AM
Room 643, Legislative Office Building

Kara McCraw, Commission Counsel, reviewed the six duties charged to the Commission by the authorizing legislation that created the Commission.

Christie Lynch Ebert, Arts Education Consultant/A+ Liaison at the North Carolina Department of Public Instruction, provided the Commission with information regarding the current measures of arts education in the State, including enrollment figures for various arts classes. Arts education courses in the public schools fall into one of the following categories: (i) dance; (ii) music; (iii) theatre arts; (iv) visual arts; (v) folk arts; and (vi) community colleges arts. Music courses had the largest number of students enrolled with over 865,000 students in kindergarten through grade twelve in the public schools taking a music course in 2009-2010. According to Ms. Ebert, in 2011, there were over 5,200 teachers licensed in at least one of the arts education disciplines which roughly equal about one arts educator per 275 students. The largest impediments for local systems in implementing arts education are funding, appropriate facilities and equipment, and perceptions that arts education should not be a priority. Ms. Ebert highlighted that five local school administrative units require arts education for high school graduation. These are: Burke County Schools, Columbus County Schools, Newton-Conover Schools, Pitt County Schools, and Rowan-Salisbury Schools.

Ms. Ebert discussed arts integration support issues such as teacher education specialty area standards. Elementary grades teacher candidates are required to have a general knowledge of the fundamentals of music, dance, theatre and/or visual arts and be able to integrate content areas with the arts to enhance classroom instruction and student learning. Moreover, arts education essential standards are a part of the NC Essential Standards and the Common Core State Standards. Other avenues for arts integration comes from teacher education programs, professional development for licensed teachers, standards and instructional tools, the A+ Schools Program, and professional teaching artists.

The Commission next heard from several local school administrative units on their arts education programs. Beth McCullough, Public Information Officer for Chatham County Schools, stated that they offered courses in music, visual arts, dance, and theatre arts. All elementary grades students were enrolled in arts education, as well as 35%-40% of middle grades students, and 20%-25% of high school students. Staffing and funding are the biggest obstacles in implementing comprehensive arts education throughout the system.

Tom Forcella, Superintendent of the Chapel Hill-Carrboro Schools, explained that the system had a K-12 music program, K-12 visual arts program, 6-12 theatre program, and 9-12 dance program. All elementary grades students receive visual and music arts classes; 78% of middle grades students select arts courses; and 45% of high school students elect to take arts courses. In the Chapel Hill-Carrboro Schools, many students do not take elective arts education courses because of the core class requirements and the desire of their students to take classes that offer higher quality point courses to help with class rankings and grade point averages.

Dr. Larry Cartner, Superintendent of Person County Schools, stated that they have strong integration of arts education at the elementary levels with art instructors working with classroom teachers to integrate arts education. Reductions in staff were made and impacted middle schools due to the elimination of two chorus teachers at the middle school level. Dr. Cartner emphasized focusing on professional development for arts integration. In addition, teacher preparation programs should emphasize teaching the whole student rather than just a subject for those training to teach grades 6-12 so that arts can be more integrated at the higher grade levels.

Jane Austen Behan, Arts Educator Director at Pitt County Schools, provided information on that system which does require students to have an arts education credit for graduation. Pitt County Schools has found that of the students that dropped out of school in the 2010-2011 school year, a large majority had not taken any arts classes in high school. Pitt County offers visual arts and general music weekly at

the elementary school level; band, orchestra, chorus, dance, and theatre at the middle school level; and chorus, orchestra, dance, band, theatre, and visual arts at the high school level. In addition, Ms. Behan stated that Pitt County Schools work closely with East Carolina University and often use the university's facilities.

John Gibbs, Executive Director of Secondary Education at Cumberland County Schools, stated that Cumberland County used State monies for visual arts, theatre, and chorus and local monies for band, orchestra and dance programs. About 92% of the students in the middle grades take an arts course and at the high school level, 65% to 70% are enrolled in an arts course.

Kris Nordstrom, Fiscal Analyst with the Fiscal Research Division of the General Assembly, next provided an overview of funding for arts education. The primary source of funds for arts education is the classroom teacher allotment where local school systems receive monies for teaching positions based on the number of students. These allotments are not subject-specific and the student-teacher ratio varies across grade spans. School systems also receive allotments for classroom materials and supplies and have local funds they can use for arts education. Mr. Nordstrom set forth the following as funding options for the expansion of arts education: (i) provide an additional teaching position to each school with more than 200 students; (ii) double the number of high school arts teachers so that there is sufficient capacity to provide each student an arts course each year of high school (elementary and middle schools currently have the capacity to offer one course per student per year); (iii) provide no additional funding for arts teachers as there is evidence that an arts education credit for graduation can be accomplished with existing resources since five local school administrative units are currently requiring it with no extra monies.

There were questions from committee members and some committee discussion around the various issues and presentations.

**April 19, 2012
2:00 PM
Room 1124, Legislative Building**

The Commission reviewed and discussed the draft Final Report of the Arts Education Commission. Commission members discussed the five proposed recommendations at length. The Commission revised four of the recommendations and expanded the report to include three recommended pieces of legislation before adopting the final report.

The Commission members briefly discussed next steps before adjourning.

COMMISSION FINDINGS AND RECOMMENDATIONS

Based on information presented to the Arts Education Commission at their regularly scheduled meetings, the Commission makes the following findings and recommendations to the 2012 Regular Session of the 2011 General Assembly:

1. Importance of Arts Education. The Commission finds that arts education develops important 21st Century skills such as creativity, innovation, critical thinking and higher order problem solving. The Commission also finds that the integration of comprehensive arts education throughout the curriculum serves as a catalyst for effectively engaging and retaining students and for preparing students for the competitive global workforce. The Commission recognizes that the nationally recognized, research-based A+ Schools Program serves as a model for whole school reform with arts instruction central to students learning and integrated throughout the curriculum, and that A+ teachers should be used as resources and consultants within schools and across local school administrative units (LEAs).

2. Comprehensive Arts Education Task Force. The Commission finds that the Comprehensive Arts Education Task Force met in 2010, and submitted a detailed Comprehensive Arts Education Plan which established a vision for comprehensive arts education that includes arts as core education courses, art integration as a catalyst for learning across the curriculum, and exposure to arts education. The Commission commends the Comprehensive Arts Education Task Force for their thorough work and recommends legislation be enacted directing local school administrative units (LEAs) to implement the detailed recommendations of the Comprehensive Arts Education Plan to ensure comprehensive arts education in North Carolina schools. The Commission recommends that legislation be enacted directing the Department of Public Instruction to develop the resources as defined in the Comprehensive Arts Education Plan and report to the Joint Legislative Education Oversight Committee no later than June 1, 2013, LEAs to report on their progress to the Department of Public Instruction no later than June 1, 2014, and the Department of Public Instruction to deliver a detailed Statewide report to the Joint Legislative Education Oversight Committee no later than July 1, 2014. The Commission also recommends that legislation be enacted directing all LEAs to implement the strategies in the Comprehensive Arts Education Plan in 2014-2015 and report to the Department of Public Instruction by June 1, 2015. **(See Legislative Proposal I) - (2011-LEz-160)**

3. Arts Education Graduation Requirement. The Commission finds that there is support for an arts education graduation requirement for high school students and recommends that legislation be enacted to require arts as a high school graduation requirement beginning with the entering class of 2015. The Commission recommends that the legislation include designated additional categorical funding allotments for arts education positions at the high school level, establishment of procedures and a timeline for a phased-in implementation, and establishment of equitable staffing allocations to address small and low-wealth school systems. **(See Legislative Proposal II) - (2011-LEz-161)**

4. Professional Development and Education in Arts Integration. The Commission finds that the new Arts Education Essential Standards, which will be implemented by the 2012-2013 school year, include connections with multiple disciplines and 21st century themes and skills. The Commission finds that professional development opportunities related to the new standards provide a unique opportunity for teachers in all grades, including high school courses, to receive tailored training and education on ways to integrate arts in multiple disciplines. The Commission encourages the Department of Public Instruction and local school administrative units (LEAs) to provide easily accessible opportunities for professional development for teachers of all disciplines to implement and integrate these new

standards. The Commission also encourages institutions of higher education to better equip new teachers to integrate arts in all disciplines to enhance students' creativity and critical thinking skills.

5. Locally Driven Comprehensive Arts Education. The Commission finds that many local school administrative units (LEAs) and public schools in North Carolina have demonstrated a commitment to comprehensive arts education, including (i) establishing local arts education graduation requirements, as in Pitt County Schools, (ii) providing access to a variety of arts course work and extracurricular activities in dance, theatre, music, and visual arts, as in Chapel Hill City Schools, Chatham County Schools, and Cumberland County Schools, and (iii) encouraging cooperative integration of arts in other courses, as in Person County Schools. The Commission commends these school systems and encourages continuation of these efforts as a model for all North Carolina schools. The Commission recommends that legislation be enacted requiring the State Board of Education to (i) direct all LEAs to explore ways to access and involve the unique resources available in each community to enhance art exposure, arts integration, and arts education to provide comprehensive arts education to all students, and (ii) seek public-private partnerships and to work with local arts and civic groups such as the Junior League to find volunteers to assist in developing and supporting comprehensive arts education. The Commission recommends that legislation be enacted directing LEAs to report on their efforts and outcomes to the State Board of Education by June 1, 2013, and for the State Board of Education to report on efforts and outcomes Statewide no later than September 1, 2013 to the Joint Legislative Education Oversight Committee. **(See Legislative Proposal III) - (2011-LEz-159)**

LEGISLATIVE PROPOSAL I

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011**

U

D

BILL DRAFT 2011-LEz-160 [v.4] (04/20)

**(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
4/26/2012 11:03:33 AM**

Short Title: Implementation of Comprehensive Arts Educ. (Public)

Sponsors: .

Referred to:

A BILL TO BE ENTITLED

1 AN ACT DIRECTING LOCAL SCHOOL ADMINISTRATIVE UNITS TO
2 IMPLEMENT A COMPREHENSIVE ARTS EDUCATION PLAN, AS
3 RECOMMENDED BY THE ARTS EDUCATION COMMISSION.
4

5 Whereas, the Comprehensive Arts Education Task Force met in 2010, and
6 prepared a detailed Comprehensive Arts Education Plan; and

7 Whereas, this plan established a vision for comprehensive arts education that
8 includes arts as core education courses, art integration as a catalyst for learning across
9 the curriculum, and exposure to arts education; and

10 Whereas, the Task Force submitted this plan to the Joint Legislative
11 Education Oversight Committee in December 2010, and

12 Whereas, the General Assembly commends the Comprehensive Arts
13 Education Task Force for its thorough work and finds that it should be implemented
14 throughout the State; Now therefore,

15 The General Assembly of North Carolina enacts:

16 **SECTION 1.** The Department of Public Instruction shall develop the
17 resources as defined in the Comprehensive Arts Education Plan prepared by the
18 Comprehensive Arts Education Task Force. The Department shall report to the Joint
19 Legislative Education Oversight Committee on its implementation of this section no
20 later than June 1, 2013.

21 **SECTION 2.** Each local school administrative unit shall implement the
22 detailed recommendations of the Comprehensive Arts Education Plan during the 2014-
23 2015 school year to ensure comprehensive arts education in North Carolina schools.
24 Each local school administrative unit shall report on its progress to the Department of
25 Public Instruction no later than June 1, 2014. The Department of Public Instruction shall
26 deliver a detailed statewide report to the Joint Legislative Education Oversight
27 Committee no later than July 1, 2014. Each local school administrative unit shall report

LEGISLATIVE PROPOSAL I

1 on its progress in implementing the Comprehensive Arts Education Plan to the
2 Department of Public Instruction no later than June 1, 2015.

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

LEGISLATIVE PROPOSAL II

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011**

U

D

BILL DRAFT 2011-LEz-161 [v.3] (04/20)

**(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
4/26/2012 11:05:11 AM**

Short Title: Arts Education as a Graduation Requirement.

(Public)

Sponsors: .

Referred to:

A BILL TO BE ENTITLED

AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO REQUIRE ONE
ARTS EDUCATION CREDIT FOR GRADUATION FROM HIGH SCHOOL, AS
RECOMMENDED BY THE ARTS EDUCATION COMMISSION.

The General Assembly of North Carolina enacts:

SECTION 1. The State Board of Education shall modify the State high school graduation requirements to include one required credit in arts education.

The State Board of Education shall implement this high school arts education requirement beginning with students entering the ninth grade in 2015.

SECTION 2. The State Board of Education shall:

- (1) Establish procedures and a timeline for a phased-in implementation of arts education requirement.
- (2) Establish equitable staffing allocations to address small and low-wealth school systems.
- (3) Report to the General Assembly on funding requirements.

SECTION 3. It is the intent of the General Assembly to provide designated additional, categorical funding allotments for arts education positions at the high school level.

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

LEGISLATIVE PROPOSAL III

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011**

U

D

BILL DRAFT 2011-LEz-159 [v.6] (04/18)

**(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
4/26/2012 10:12:22 AM**

Short Title: LEAs Required to Enhance Arts Education.

(Public)

Sponsors: .

Referred to:

A BILL TO BE ENTITLED

**AN ACT DIRECTING LOCAL SCHOOL ADMINISTRATIVE UNITS AND PUBLIC
SCHOOLS IN NORTH CAROLINA TO ENHANCE THEIR ARTS EDUCATION
PROGRAMS, AS RECOMMENDED BY THE ARTS EDUCATION
COMMISSION.**

Whereas, the General Assembly finds that many local school administrative units (LEAs) and public schools in North Carolina have demonstrated a commitment to comprehensive arts education, including (i) establishing local arts education graduation requirements, as in Pitt County Schools, (ii) providing access to a variety of arts course work and extracurricular activities in dance, theatre, music, and visual arts, as in Chapel Hill City Schools, Chatham County Schools, and Cumberland County Schools, and (iii) encouraging cooperative integration of arts in other courses, as in Person County Schools; and

Whereas, the General Assembly commends these school systems and encourages continuation of these efforts as a model for all North Carolina schools; Now therefore,

The General Assembly of North Carolina enacts:

SECTION 1. The State Board of Education shall direct all local school administrative units to:

- (1) Explore ways to access and involve the unique resources available in each community to enhance art exposure, arts integration, and arts education to provide comprehensive arts education to all students.
- (2) Seek public-private partnerships and work with local arts and civic groups to find volunteers to assist in developing and supporting comprehensive arts education.

SECTION 2. Each local school administrative unit shall report to the State Board of Education by June 1, 2013, on its implementation of section 1 of this act.

LEGISLATIVE PROPOSAL III

1 **SECTION 3.** The State Board of Education shall report to the Joint
2 Legislative Education Oversight Committee by September 1, 2013 on the
3 implementation of this act.

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

